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ABSTRACT

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching a series of three secondary-level typewriting courses. Designed primarily but not solely for vocational business education students, the courses emphasize the skills necessary for entry to office occupations. Following a brief overview of the goals and objectives, separate guides are provided for each course. Covered in the guides for each of the three levels are the following topics: keyboard mastery and skill development, speed development, composition, centering and tabulations, correspondence, manuscripts, and correlating course content with support materials. Appended are information on testing, grading, and evaluation; a bibliography; and overhead transparency masters. (MN)

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typewriting 102, 202, 302

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This guide replaces the Typewriting 102, 202, and 302 guides of 1970 and the Temporary Revisions of 1977, and becomes effective generally in September, 1982. The contents have been developed as part of the Office Skills cluster of courses designed to provide guidelines for Vocational Business Education.

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TABLE OF CONTENTS

	Page
RATIONALE	1
EVALUATION	1
TIME ALLOTMENT	1
GOALS AND OBJECTIVES	
Typewriting 102	2
Typewriting 202	4
Typewriting 302	5
TYPEWRITING 102	
Keyboard Mastery and Skill Development	9
Speed Development	26
Composition	27
Centring and Tabulations	2[illegible]
Correspondence	37
Manuscripts	42
Correlation of Course Content with Support Materials	48
TYPEWRITING 202	
Keyboard Mastery and Skill Development	51
Speed Development	53
Composition	55
Centring and Tabulations	57
Correspondence	61
Manuscripts	68
Business Forms	71
Correlation of Course Contents with Support Materials	74
TYPEWRITING 302	
Keyboard Mastery and Skill Development	77
Speed Development	79
Composition	80
Centring and Tabulations	81
Correspondence	85
Manuscripts	89
Business Forms	91
Correlation of Course Content with Support Materials	94
APPENDIX A: Testing, Grading, and Evaluation	97
APPENDIX B: Testing, Grading, and Evaluation by the Line-Count Method	103
BIBLIOGRAPHY	111
OVERHEAD TRANSPARENCY MASTERS	113

RATIONALE

Typewriting 102

Typewriting 102 is the introductory course in a series of three that deal with keyboarding skills. It is designed to familiarize students with typewriting and the correct method of keyboarding. Typewriting 102 is recommended not only for the vocational business education student, but also for any student in the school.

With the growing use of keyboarding skills in business and new applications to computer technology, word processing, and conventional typewriting, this course serves a wide variety of student interests. Typewriting 102 emphasizes the procedures for keyboarding and explores the various uses of and forms resulting from typewriting skills.

Typewriting 202

Typewriting 202 is the second-level keyboarding skills course in the Office Skills cluster. It should be preceded by Typewriting 102 (or equivalent skills) as a prerequisite, so that the necessary familiarization, speed, and accuracy are developed prior to attempting this course. It is intended that Typewriting 202 be studied for vocational office occupations preparation. However, Typewriting 202 serves the student who wishes to strengthen techniques for personal use.

Typewriting 202 emphasizes applications of keyboarding including correspondence, manuscripts, and business forms. Students are expected to develop proficient speed and accuracy related to office occupations standards.

Typewriting 302

Typewriting 302 is the culminating course in the series of three typewriting courses. Prerequisites to Typewriting 302 would normally include Typewriting 102 and 202 (or equivalent skills). It is intended that Typewriting 302 should emphasize the skills necessary for entry to office occupations. Students are expected to develop saleable skills related to keyboarding correspondence, manuscripts, and business forms.

Students who elect typewriting courses should consider complementary courses in Office Procedures 302, Accounting 202/302, Data Processing 202/302, and options from Marketing and Socio-Economic courses. For excellence in office occupation preparation, typewriting students should consider complementary courses in Shorthand and Transcription 202/302.

EVALUATION

Typewriting presents special challenges to the teacher in evaluating student achievement. The two major characteristics of speed and accuracy are best evaluated separately. There is a need to validate evaluation through reference to vocational settings and standards.

With recognition for learning theories associated with motor skill development, periodic testing is recommended for strengthening the value of feedback and achievement. Student achievement is normally a matter of kinesthetic response development and is usually observed to be developed in stages.

Included as appendices to these guidelines are recommended standards and methods for testing, grading, and evaluation for each of Typewriting 102, 202, and 302.

TIME ALLOTMENT

Each of Typewriting 102, 202, and 302 is to be considered one credit in secondary schools. It is expected that each credit would constitute 110-120 hours of instruction.

TYPEWRITING 102

I. Keyboard Mastery and Skill Development

The student should be able to:

- understand the need for an efficiently organized typewriting station;
- demonstrate the ability to organize and to maintain an efficient typewriting station;
- discover that a well organized typewriting station contributes to the development of keyboard mastery skill;
- understand the need for correct posture at the typewriter;
- demonstrate correct posture at the typewriter;
- discover that comfortable, relaxed posture contributes to the development of keyboard mastery and skill;
- understand the need for the proper operation, care and maintenance of the typewriter;
- use the typewriter manuals to obtain information about the proper operation, care and maintenance of the typewriter;
- demonstrate the ability to clean, to operate, and to maintain the typewriter;
- understand and explain the purpose of the most common typewriter parts;
- demonstrate the correct use of the following manipulative parts of the typewriter:
  - backspace key,
  - carriage return lever or carriage return key (line spacer),
  - carriage release,
  - carriage scale, alignment scale, printing-point indicator,
  - card holders,
  - cylinder or platen and knobs,
  - margin stops,
  - margin release key,
  - paper bail, bail scale, bail rolls,
  - paper guide, paper rest/table,
  - paper pressure release,
  - shift key mechanism,
  - space bar,
  - tabulator, tab clear, tab set;
- demonstrate the application of the following special features of the typewriter:
  - centring scale,
  - correction key,
  - end-of-page-indicator,
  - half-space key,
  - impression control,
  - page line indicator,
  - ratchet release,
  - ribbon release,
  - touch regulator
  - variable line spacer;
- understand the correct method of performing basic typewriting procedures;
- demonstrate and practice the correct method of performing basic typewriting procedures:
  - insert paper into and remove paper from the typewriter,
  - plan and set the margins,
  - listen for the bell,
  - make end-of-line decisions,
  - type on ruled lines,
  - tabulate for indentions and columns,
  - re-insert paper and align typescript;
- understand, and apply when typewriting, the basic rules for the following:
  - use correct spacing after punctuation;
  - typewrite basic punctuation for abbreviations and abbreviated standard and metric measurements;
  - use word-division rules;
  - demonstrate the correct use of capitalization;
  - use correct paragraphing techniques;
  - demonstrate the correct use of numbers;
  - make punctuation marks and special characters/symbols not on the keyboard;
- identify the alphabetic keyboard;
- demonstrate the ability to use ballistic stroking of the alphabetic keys;
- keyboard copy to learn the operation of the alphabetic keyboard;
- keyboard copy to develop continuity of the alphabetic keyboard;

- identify the non-alphabetic keyboard;
- demonstrate the ability to use ballistic stroking of the non-alphabetic keys;
- keyboard copy to learn the operation of the non-alphabetic keyboard;
- keyboard copy to develop continuity of the non-alphabetic keyboard;
- demonstrate appropriate techniques for the correction of errors;
- identify and use common proofreading symbols;
- proofread and edit documents.

II. Speed Development

The student should be able to:

- type straight copy at a minimum speed of 25 to 30 words a minute (gross) for five minutes.

III. Composition

The student should be able to:

- compose while typewriting:
  - one-word responses,
  - phrase responses,
  - sentence responses;
- compose, from a given topic or topics while typewriting, a paragraph of average length;
- demonstrate the ability to use display or art typewriting.

IV. Centring and Tabulating

The student should be able to:

- develop the ability to type well-balanced, attractive copy centred on half and full sheets of paper;
- understand and apply the principles for centring copy on half and full sheets of paper;
- understand and apply the techniques of display in centring vertically and horizontally;
- format copy by centring vertically and horizontally from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit centred copy;
- develop the ability to type well-balanced, attractive one-, two-, and three-column tabulations on half and full sheets of paper;
- identify the parts of one-, two-, and three-column tabulations;
- understand and demonstrate the ability to apply placement rules to one-, two-, and three-column tabulations;
- format one-, two-, and three-column tabulations from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit tabulations.

V. Correspondence

The student should be able to:

- develop the ability to type well-balanced, attractive letters in mailable format;
- identify the parts of a letter;
- understand and demonstrate the ability to apply placement rules to letters:
  - demonstrate the ability to judge letter length;
- format personal business and business letters in block and modified block style from:
  - print and handwritten input,
  - arranged and unarranged input;
- identify and use the following styles of punctuation:
  - no-point,
  - two-point,
  - full-point;
- understand the need for carbon copies:
  - demonstrate the ability to use carbon paper;
- proofread and edit original documents;
- develop the ability to type well-balanced, attractive envelopes in mailable format;
- identify the areas of an envelope;
- demonstrate the ability to apply the placement rules for envelopes;
- format various sizes of envelopes;
- fold and insert letters into envelopes.

VI. Manuscripts

The student should be able to:

- develop the ability to type well-balanced, attractive one-page manuscripts, without and with footnotes, and with title pages in acceptable format;
- identify the parts of a one-page manuscript;
- understand and demonstrate the ability to apply placement rules to a one-page manuscript;
- format one-page manuscripts from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit one-page manuscripts;
- develop the ability to type well-balanced, attractive two-page manuscripts, without and with footnotes, and with title page, in acceptable format;
- identify the parts of a two-page manuscript;
- understand and demonstrate the ability to apply placement rules to a two-page manuscript;
- format two-page manuscripts from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit two-page manuscripts.

TYPEWRITING 202

I. Keyboard Mastery and Skill Development

The student should be able to:

- demonstrate the ability to apply the typewriting concepts and skills listed in KEYBOARD MASTERY AND SKILL DEVELOPMENT for Typewriting 102;
- understand and apply the techniques for inserting and crowding during the correction of errors.

II. Speed Development

The student should be able to:

- type straight copy at a minimum speed of 40 to 45 words a minute (gross) for five minutes.

III. Composition

The student should be able to:

- demonstrate the ability to meet the objectives determined for composition at the typewriter in Typewriting 102;
- compose from a given topic or topics, while typewriting, a one-page report;
- compose, at the typewriter, essays on a given topic or topics;
- compose at the typewriter a letter of average length, in a previously learned style, from given business situations.

IV. Centring and Tabulations

The student should be able to:

- demonstrate the ability to apply the concepts, skills, and objectives for centring as outlined in Typewriting 102;
- demonstrate the ability to apply the concepts, skills and objectives for tabulations as outlined in Typewriting 102;
- understand and apply placement rules for open and ruled multi-column tabulations;
- develop the ability to type open and ruled multi-column tabulations on various sizes of paper;
- format open and ruled multi-column tabulations from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit tabulations.

V. Correspondence

The student should be able to:

- demonstrate the ability to apply the skills and concepts for letters in Typewriting 102;
- understand and apply placement rules for average-length business letters in block, modified block, indented, and simplified styles;

- format average length mailable business letters in block, modified block, modified block indented, and simplified styles from:
  - print and handwritten input,
  - arranged and unarranged input;
- identify and type the special notations and variations in letters, in acceptable format;
- understand and apply placement rules for two-page letters;
- format mailable two-page letters from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit correspondence;
- demonstrate the ability to apply the typewriting concepts, skills, and objectives for envelopes in Typewriting 102;
- understand the need and develop the ability to apply placement rules for special and mailing notations on envelopes;
- format addresses, mailing, and special notations on envelopes;
- proofread and edit envelope addresses.

VI. Manuscripts

The student should be able to:

- demonstrate the ability to apply the concepts, skills, and objectives for manuscripts in Typewriting 102:
- develop the ability to type well-balanced, attractive multi-page manuscripts, without and with footnotes, in acceptable format;
- understand and demonstrate the ability to apply placement rules to multi-page manuscripts;
- demonstrate the ability to identify parts of and apply placement rules to multi-page manuscripts;
- format different styles of multi-page manuscripts in acceptable format from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit multi-page manuscripts.

VII. Business Forms

The student should be able to:

- develop the ability to type well-arranged, one-page interoffice memoranda in acceptable format;
- identify the need for and the parts of a one-page interoffice memorandum;
- understand the need for and demonstrate the ability to apply placement rules to one-page interoffice memoranda;
- format one-page interoffice memoranda from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit interoffice memoranda;
- type well-arranged data effectively on printed business forms;
- identify the need for and the parts of printed business forms;
- understand and demonstrate the ability to apply placement rules;
- format printed business forms from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit business forms.

TYPEWRITING 302

I. Keyboard Mastery and Skill Development

The student should be able to:

- demonstrate the ability to apply the typewriting concepts and skills listed in KEYBOARD MASTERY AND SKILL DEVELOPMENT for Typewriting 102 and 202.

II. Speed Development

The student should be able to:

- type straight copy at a minimum speed of 50 to 60 words a minute (gross) for five minutes.

III. Composition

The student should be able to:

- demonstrate the ability to apply the objectives for composition at the typewriter in Typewriting 102 and 202.
- compose tabulations, correspondence, manuscripts, and business forms at production level.

IV. Centring and Tabulations

The student should be able to:

- demonstrate the ability to apply the concepts and skills for centring as outlined in Typewriting 102 and 202;
- develop the ability to type special centring applications;

- type special centring applications in acceptable format from:
  - print and handwritten input,
  - arranged and unarranged input,
  - personal and business data;
- proofread and edit centred documents;
- understand and apply placement rules for multi-column tabulations including boxed tabulations and financial statements;
- develop the ability to type well-balanced, multi-column tabulations, including boxed tabulations and financial statements, on various sizes of paper;
- format multi-column tabulations, including boxed tabulations and financial statements, from:
  - print and handwritten input,
  - arranged and unarranged input,
  - computer printouts;
- proofread and edit tabulations and financial statements.

V. Correspondence

The student should be able to:

- demonstrate the ability to apply the concepts, skills, and objectives for letters as outlined in Typewriting 102 and Typewriting 202;
- understand and apply placement rules for long business letters in hanging block simplied (AMS) styles, and with tabulations:
  - demonstrate the ability to judge the placement of long letters;
- format long business letters in hanging block simplified (AMS) styles, and with tabulations from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit correspondence;
- understand and apply placement rules for letters of application;
- type letters of application in mailable format from:
  - print and handwritten input,
  - arranged and unarranged input,
  - personal data;
- proofread and edit letters of application;
- demonstrate the ability to apply the concepts, skills, and objectives for typewriting envelopes in Typewriting 102 and Typewriting 202;
- format addresses on envelopes.

VI. Manuscripts

The student should be able to:

- demonstrate the ability to apply the concepts, skills, and objectives for manuscripts as outlined in Typewriting 102 and Typewriting 202;
- develop the ability to type well-balanced business reports with tables, multi-page reports, notices, minutes, and agenda for meetings;
- demonstrate the ability to identify parts of and apply placement rules to reports, notices, minutes, and agenda for meetings;
- format reports, notices, minutes, and agenda for meetings from:
  - print and handwritten input,
  - arranged and unarranged input,
  - computer printouts;
- proofread and edit reports, notices, minutes and agenda for meetings.

VII. Business Forms

The student should be able to:

- demonstrate the ability to apply the concepts, skills, and objectives for interoffice memoranda as outlined in Typewriting 202;
- understand and apply placement rules to interoffice memoranda with enumerations and tabulations:
  - demonstrate the ability to judge placement of interoffice memoranda with enumerations and tabulations;
- develop the ability to type well-balanced memoranda with enumerations and tabulations;
- format memoranda with enumerations and tabulations from:
  - print and handwritten input;
  - arranged and unarranged input;
- proofread and edit office memoranda;
- understand and apply placement rules for itineraries, legal forms, and applications for employment on plain and printed stationery;
- develop the ability to type well-balanced itineraries, legal forms, and applications for employment on plain and printed stationery;
- format itineraries, legal forms, and applications for employment on plain and printed stationery from:
  - print and handwritten input,
  - arranged and unarranged input,
  - personal data;

typewriting 102

- proofread and edit special forms;
- understand and apply placement rules and techniques for preparing masters for copying;
- develop the ability to type well-balanced masters for copying;
- format masters for copying from:
  - print and handwritten input,
  - arranged and unarranged input;
- proofread and edit masters prepared for copying.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT A. Organization of Typewriting Station The student should be able to: 1. understand the need for an efficiently organized typewriting station;	ORGANIZATION OF WORK STATION Have the students check/arrange their typewriting stations. Explain why the organization of the work of the work station should be as follows: 1. Typewriter aligned with the front of the desk 2. Typewriting book at the right of the typewriter 3. Typewriting book in upright position 4. Extra paper at the left of the typewriter	
2. demonstrate the ability to organize and to maintain an efficient typewriting station;		
3. discover that a well-organized typewriting station contributes to the development of keyboard mastery skill.	Emphasize that organization of the work station and the preparation of the typewriter, together with correct posture, will enable the student to learn and apply the skills requisite for keyboard mastery.	
B. Posture at the Typewriter The student should be able to: 1. understand the need for correct posture at the typewriter;	Explain that correct posture is requisite to the development and application of typewriting skills.	Transparency Masters and/or Handouts Set I, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
2. demonstrate correct posture at the typewriter;	Prepare a chart/transparency to illustrate good typewriting posture.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. discover that comfortable, relaxed posture contributes to the development of keyboard mastery and skill.	Have the students study illustrations of good typewriting posture and assess their posture at the typewriter.	PROPER POSTURE 1. Head erect, facing copy 2. Back straight and body leaning forward slightly 3. Body approximately a handspan from the edge of the typewriter
	Emphasize and discuss the fact that the position of the typist's body serves the important function of keeping arms, hands, and fingers in correct relationship to the typewriter keyboard; and that a consistent position permits all motions to be made from a relatively fixed rather than a constantly variable starting point.	4. Body centered opposite the J key 5. Elbows held loosely at the sides of the body 6. Feet flat on the floor 7. Hands parallel to the slant of the typewriter keyboard
C. Operation, Care, and Maintenance of the Typewriter The student should be able to:		
1. understand the need for the the proper operation, care, and maintenance of the typewriter;	Explain that a typewriter will provide years of good service if it is properly maintained.	
2. use the typewriter manuals to obtain information about the proper operation, care, and maintenance of the typewriter;	Review the typewriter manuals with the students.	Typewriter manual
3. demonstrate the ability to clean, to operate, and to maintain the typewriter.	Discuss and demonstrate the use of equipment and supplies in caring for and in cleaning the typewriter. Explain and demonstrate the procedures to follow in caring for and in cleaning the typewriter.	CLEANING EQUIPMENT AND SUPPLIES 1. Long handled soft brush for cleaning 2. Short stiff brush for cleaning type face 3. Cleaning fluid for cleaning type face 4. Soft cloth for dusting the typewriter

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		CLEANING THE TYPEWRITER 1. Dust the typewriter daily with a soft cloth. 2. Use the long-handled brush to remove dust from areas of the typewriter which cannot be reached by a cloth. 3. Use the short stiff brush to clean the type face. 4. Use a soft cloth and cleaning fluid to clean the typewriter cylinder (platen).
D. Parts of the Typewriter The student should be able to: 1. understand and explain the purpose of the most common typewriter parts;		Typewriter manual Illustrations in textbook
2. demonstrate the correct use of the following manipulative parts of the typewriter:	Explain and demonstrate the use of the machine parts as they are required in typewriting applications. Point out that the exact location of the machine parts varies from typewriter to typewriter. Demonstrate the use of each manipulative part immediately prior to the first time it will be required. Provide the students with an opportunity to use the machine part many times on the first teaching. Use intense, pressured, and repetitive practice to make the use of each typewriter part automatic. Time the students on the use of the parts of the typewriter.	Typewriter manual Illustrations in textbooks Typewriter Transparency Master with overlay, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
- backspace key,	Stress touch operation of the backspace key with the correct finger.	Transparency Masters and/or Handouts - Set I, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
- carriage return lever or carriage return key (line spacer),	Drill the students on returning the carriage quickly at the end of the line with no break or pause when beginning the new line.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
- carriage release,	Explain and demonstrate the use of the carriage release and the cylinder knobs in locating various points on the carriage scale, the alignment scale, and the printing point indicator.	
- carriage scale, alignment scale, printing-point indicator,	Explain that the carriage scale counts and numbers spaces like a ruler.	
	Explain that the printing-point indicator is the marker pointing to the space at which the typewriter is ready to print.	
- card holders,	Explain and demonstrate how the card holders hold index cards in place.	REPETITIVE PRACTICE DRILLS FOR SOME MACHINE PARTS
- cylinder or platen and knobs,	Demonstrate the use of the cylinder/platen and knobs when touching paper insertion and removal.	1. Margin Stops: Have the students set the margin stops for a 30-, 40-, 50-, 60-, 70-space line at a given signal (ringing of a bell).
- margin stops,	Have the students set margin stops for varying line lengths.	2. Margin Release Key: Have the students set the margin stops for a 20-space line and type a series of very short sentences of 25-space length. Time the students for two or three minutes.
- margin release key,	Emphasize touch operation of the margin release with the correct finger.	
- paper bail, bail scale, bail rolls,	Have the students insert paper and adjust the paper bail during a timed period of approximately three seconds.	3. Tabulator Mechanism: Have the students set 10 tab stops. Dictate the letters of the alphabet, numbers, or words as the students tab to a stop and type at the call of each letter of the alphabet, number or word.
- paper guide, paper rest/table,	Explain the purpose of the paper guide, paper rest/table during paper insertion. Use different sizes of paper to provide practice in setting the paper guide.	
- paper pressure release,	Challenge the students to remove the paper from the typewriter before the bell rings or before the count of three.	Vary the above drill by writing letters of the alphabet, numbers, or words on the chalkboard/over-

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
- shift key mechanism,	Demonstrate reaching quickly with the little finger to operate the shift key.	head transparency as the students keep pace tabulating and typewriting.
	Explain, demonstrate, and drill the typewriting of capital letters by pressing the shift key all the way down, typewriting the letter, and releasing the shift key quickly. Point out that, according to time and motion studies, it takes almost three times as long to type a capital letter as it does to type a lower case letter. Provide intensive, frequent drill until the motions become an integral part of the students' overall typing pattern.	Time the students for three minutes. In a three-minute drill, the students will use the tabulator bar/key at least 50 times.
- space bar,	Emphasize and drill the striking of the space bar at the right thumb and the instant release of the space bar.	
- tabulator, tab clear, tab set;	Prepare flash cards with the letters of the alphabet, numbers, or words on them for drilling the tabulator mechanism. Emphasize touch operation of the tabulator bar/key with the correct finger.	
3. demonstrate the application of the following special features of the typewriter: - centring scale, - correction key, - end-of-page-indicator, - half-space key, - impression control, - page line indicator,	Explain and/or demonstrate the application and/or function of the special features of the typewriters as they are required in typewriting. Point out that the special features differ by typewriter make, and that some typewriters do not have all of these special features.	Typewriter manual and textbooks Typewriter

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
- ratchet release,	Explain that the ratchet release should be used to type subscripts, superscripts, exponents, and double lines. Have students operate the ratchet release; roll the cylinder/platen backward or forward; type the required subscript, superscript, exponent, or double line; return the ratchet release and the cylinder/platen to normal position. Emphasize that by following this procedure it is possible to complete an assignment without changing the normal spacing between continuing lines.	
- ribbon release,		
- touch regulator,		
- variable line spacer.	Demonstrate the use of the variable line spacer for realigning type or for typing copy on a line. When the variable line spacer is used, the normal spacing between lines of type is changed. Point out that since the variable line spacer will not automatically return the cylinder to the line of writing, it should not be used for typing subscripts, superscripts, exponents, or double lines.	
E. Basic Typewriting Procedures The student should be able to: 1. understand the correct method of performing basic typewriting procedures;		

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. demonstrate and practice the correct method of performing basic typewriting procedures:	Integrate procedures, as required, during and after the learning of the keyboard.	
- insert a paper into and remove paper from the typewriter;	Explain and demonstrate the correct method of inserting paper by positioning it in the middle of the cylinder. Have the students complete the steps for paper insertion within a given time or before a given signal. Have the students insert different sizes of paper to provide practice in setting the paper guide.	STEPS FOR PAPER INSERTION 1. Position paper on the desk to the left of the typewriter. 2. Set the paper guide. 3. Pull the paper bail forward or up with your right hand. 4. Grasp the paper in the left hand. 5. Drop the paper behind the cylinder and against the paper guide. 6. Twirl the right hand cylinder knob with a quick movement of the fingers and thumb. If the paper is not straight, pull the paper-release lever forward and adjust. 7. Return the paper bail.
- plan and set the margins;	Explain and demonstrate the setting of the margins for different lengths of lines. Emphasize that margins at the sides of a typed page are controlled by "margin stops" that limit the line of writing.	STEPS FOR PLANNING THE MARGIN STOPS 1. Clear all margin stops and tabs. 2. Determine the length of line to be typed - number of spaces (20, 30, 40, 50, 60, etc.). 3. Divide the number of spaces by two. 4. Subtract this amount from the center point. 5. Set the left margin stop. 6. Add half the line length to the center point. 7. Set the right margin stop approximately five spaces beyond the desired length of line.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		Transparency Master 1, "Setting Margin Stops"
	Have the students set the margin stops for a 20-, 30-, 40-, 50-, 60-, 70- space line at a given signal (ringing of a bell).	
- listen for the bell;	Explain that the five spaces added to the right margin are an allowance for line-ending adjustments. Point out that the bell acts as a cue for carriage return. Explain that since mechanical adjustments vary from typewriter to typewriter, the students should determine the number of spaces after the bell rings before the carriage locks.	
- make end-of-line decisions;	Emphasize that when the bell rings, it is important to end the line as near the desired ending point as is convenient, preferably without word division.	
- type on ruled lines;	Explain, demonstrate, and have the students practice typing on many different kinds of ruled lines.	Production Typewriting Drills, available at the Library, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
- tabulate for indentions and columns;	Provide the students with the opportunity to set tabulations for five-space indentions and to practice indenting using a series of short sentences.	TABULATION POINTS TO EMPHASIZE 1. Stretch the controlling finger to the tabulator bar. Keep the rest of the fingers as near typewriting position as possible. 2. Depress the key or bar and release it quickly. 3. Keep the wrists low and avoid up-and-down hand movement. 4. Begin typing as soon as the carriage has reached the tabulator stop.
	Have the students set tabulations at 5-space/10-space intervals in a 40-, 50-, 60- space line. Time the students as they type a letter of the alphabet, a short word (and, the), or a number at each tab stop for one-quarter minute, one-half minute, one minute.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
- re-insert paper and align typescript;	Explain the purpose of the aligning scale. Have the students practice re-inserting paper and aligning typescript.	
3. understand, and apply when typewriting, the basic rules for the following:	Integrate procedures as required, during and after the learning of the keyboard.	
- use correct spacing after punctuation;	Prepare a transparency/chart to illustrate correct spacing after punctuation. Have the students practice by typewriting sentences and/or examples with punctuation marks.	Typing Facts and Tips (Farmer et al.) Transparency Masters and/or Handouts - Set II, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
- typewrite basic punctuation for abbreviations and abbreviated standard and metric measurements;	Explain and have the students typewrite sentences and/or examples with punctuation marks for abbreviations and abbreviated standard and metric measurements.	
- use word-division rules;	Discuss word-division rules and provide students with opportunities to apply word-division rules.	Improving Language Skills at the Typewriter (Miller)
	Prepare charts/transparencies of word-division rules complete with examples.	Canadian Business Word Division, 2nd ed. (Farmer)
	Acquaint the students with reference books, and have them use the references to assist with word division.	Reference Manual for Secretaries and Typists. 2nd Canadian ed., SI Metric (Sabin)
- demonstrate the correct use of capitalization;	Have the students review/research capitalization rules.	
	Prepare charts/transparencies of capitalization. Provide the students with opportunities to apply capitalization rules in typewriting.	
- use correct paragraphing techniques;	Explain, demonstrate, and have the students use correct paragraphing techniques in typewriting.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
- demonstrate the correct use of numbers;	Explain, demonstrate, and have the students typewrite the numbers correctly. Have the students research the rules for typewriting numbers. Prepare transparencies/charts to illustrate the rules for typewriting numbers.	Drilltype 1: Typewriting Drills for Numbers and Special Characters (Miller)
- make punctuation marks and special characters/ symbols not on the keyboard.	Explain and demonstrate how to typewrite symbols not on the keyboard. Prepare a chart/transparency to summarize the rules for typewriting the special symbols. Provide the students with opportunities to typewrite the special symbols.	
F. Alphabetic Keyboard The student should be able to:		
1. identify the alphabetic keyboard;	Explain that the alphabetic keyboard consists of all the letters of the alphabet. Ask the students to look at the keyboard of the typewriter to locate all of them. Illustrate the alphabetic keyboard with a transparency master of the keyboard. Explain why the letters of the alphabet were arranged as they appear on the keyboard. Have the students research the history of the typewriter.	Transparency Masters and/or Handouts - Set I, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
2. demonstrate the ability to use ballistic stroking of the alphabetic keys;	Emphasize why proper keystroking is much more than moving the right fingers to the right keys. Explain and demonstrate the correct keystroking techniques. Use teacher and student vocalization to develop ballistic stroking from the beginning of instruction.	BALLISTIC STROKING: The momentum of striking a key carries the key down and up again without having to maintain finger contact throughout. CORRECT KEYSTROKING TECHNIQUES 1. Correct alignment of the fingers with the keyboard 2. Choice of the appropriate finger to make the reach 3. Direction and distance of the reach 4. Quality of the quick, snap-reach strokes

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		5. Speed of the finger movement in making the reach, in striking and releasing the key, and in returning the finger to guide-key position 6. "Feel" of the appropriate motion patterns
3. keyboard copy to learn the operation of the alphabetic keyboard;	Point out that "keyboard copy" is a technical term for "typewrite copy" that applies to keyboard skills on equipment other than the typewriter. Cover the alphabetic keyboard as quickly as possible (ten percent of the instructional time). Introduce the alphabetic keyboard by the sight method without the textbook. Introduce the alphabetic keys in an order that will permit the early use of words and sentences for practice. Print each lesson of the first ten lessons on the chalkboard and/or overhead transparency. Have the students work from the chalkboard and/or the overhead transparency for the first few lessons. Build repetition into the practice lines, and encourage the students to try to quicken the keystrokes as a letter combination is repeated. Explain that keyboard learning consists of learning twenty-six letters of the alphabet, each of the twenty-six letters in combination with other letters as they appear in the language, and letters in combination with special characters.	PROCEDURES FOR INTRODUCING NEW KEYS 1. Direct the students to locate the new key on the keyboard. 2. Have the students place their hands in typewriting position and watch the controlling finger move to the new key and back to guide-key position a few times without striking the key to learn the direction/distance "feel." 3. Demonstrate the reach-stroke. 4. Have the students watch their fingers as they type a tryout drill three or four times for the new key while vocalizing the letters with the teacher. 5. Have the students type the same tryout drill without looking at the keys while vocalizing the letters with the teacher.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Each new letter appears at the beginning of words, in the middle of words, and at the end of words. For example, the letter "t" is found in different positions in the words to, the, ate, let, dot, late.	
	Teach a wide repertoire of responses to a given stimulus to develop chaining. For example, consider the combinations in which the letter r occurs with other letters: 'er,' 'tr,' 'fr,' 'gr,' 're,' etc. Demonstrate and explain that the finger movement to "r" is different for each combination. Explain that speed in straight-copy and production typewriting is developed by practicing these and other combinations of letters in order to produce them as single responses. In order to typewrite as chains, students must practice.	CHAINING: Typewriting groups of letters as single responses rather than individual letter responses. e.g., 'er,' 'to,' 'in,' 'and,' 'the,' etc.
	Make the transition to the textbook after the first few lessons. Have the students vocalize with the instructor to each letter and space as they type the first ten textbook lessons. The textbook lessons provide a review of the chalkboard/transparency lessons. This review, a repetition or a rehearsal of previously learned material, should result in quicker keystroking motions.	Teacher's Manual - Business Applications in Typewriting (Farmer)
4. keyboard copy to develop continuity of the alphabetic keyboard.	The purposes of this objective are to reinforce the learning of the alphabetic keyboard, to assist the students to develop speed and continuity in typewriting prose material from both printed and handwritten copy, and to aid the students to attain a minimum speed of 20/25 words a minute to proceed with problem and production typewriting.	Teacher's Manual - Business Applications in Typewriting (Farmer)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Activities to develop continuity of the alphabetic keyboard might include: alphabetic sentences to review all of the alphabetic keys; speed escalator sentences to push students on to higher speeds, to develop speed in using the parts of the typewriter, and to build accuracy; speed escalator paragraphs of graduated lengths to assist the students to build and to sustain speed; and error-elimination sentences to provide opportunities for the students to discriminate between key locations and to practice making difficult reaches. NOTE: During the development of continuity of the alphabetic keyboard, it is important to provide a variety of activities. Present the alphabetic keyboard as quickly as possible. Present non-alphabetic keyboard jointly with the continuity of the alphabetic keyboard.	
B. Non-alphabetic Keyboard The student should be able to: 1. identify the non-alphabetic keyboard;	Explain that the non-alphabetic keyboard consists of numbers and symbols. Ask the students to look at the keyboard of the typewriter to locate all the special numbers and symbols. Illustrate the non-alphabetic keyboard with a transparency master of the keyboard.	Transparency Masters and/or Handouts - Set I, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 PROCEDURES FOR INTRODUCING NEW KEYS 1. Direct the students to locate the new keys on the keyboard. 2. Have the students place their hands in typewriting position and watch the controlling finger move to the new key and back to guide key position a few times without striking the key to learn the direction/distance "feel." 3. Demonstrate the reach-stroke. 4. Have the students watch their fingers as they type a tryout drill three or four times for the new key while vocalizing
2. demonstrate the ability to use ballistic stroking of the non-alphabetic keys; 3. keyboard copy to learn the operation of the non-alphabetic keyboard;	Explain that the techniques for the efficient use of the alphabetic keyboard apply to the use of the numeric/symbol keyboard. Cover the non-alphabetic keyboard within five percent of the instructional time. Combine the non-alphabetic keyboard with the alphabetic keyboard.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Introduce the non-alphabetic keyboard by the sight method without the textbook. Print each of the first five introductory lessons for the non-alphabetic keyboard on the chalkboard and/or overhead transparency. Have the students work from the chalkboard and/or the overhead transparency for the first five lessons. Follow the Procedures for Introducing New Keys. Develop proficiency in the typewriting of numbers by providing sufficient practice at the time of initial learning to develop efficient patterns on the numbers. Spend more time on the development of skill in the typewriting of numbers than in the typewriting of symbols. Provide intensive practice on the comma, apostrophe, quotation marks, dollar sign, and percent sign through dictation and sentence drills that are printed and/or handwritten. (Refer to Research Related to Special Symbols.) Present the asterisk (*), ampersand (&), and number/pound sign (#) near the time when application activities require them. Present the cent (¢), at (@), 1/2, 1/4, immediately prior to the time they appear in typewritten material.	the numbers and special symbols with the teacher. 5. Have the students type the same tryout drill without looking at the keys while vocalizing the numbers and special symbols with the teacher. RESEARCH RELATED TO SPECIAL SYMBOLS 1. The following punctuation symbols: comma, apostrophe, quotation marks, and statistical symbols ($ and %) are used frequently in typewriting. 2. The following symbols are seldom used in typewriting asterisk (*), ampersand (&), and number/pound sign (#). 3. The following signs and fractions are rarely used in business communications: cent (¢), at (@), 1/2, 1/4.
4. keyboard copy to develop continuity of the non-alphabetic keyboard.	To reinforce the learning of the non-alphabetic keyboard, assist the students to develop speed and continuity in typewriting from both printed and handwritten material containing numbers and special symbols. Aid the students in attaining a mimimum speed of 20/25 words a minute before proceeding with problem and production typewriting.	Teacher's Manual - Business Applications in Typewriting (Farmer, et al.) Numbers, available from the Library, Dept. of Education, Main Floor 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Develop proficiency in the typewriting of numbers by providing sufficient practice at the time of initial learning. Emphasize the importance of numbers in statistical tables, social insurance numbers, postal codes, accounting, and other business information.	Number Typewriting Experiment - Teaching Numbers First, available from the Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 Drilltype 1 - Typewriting Drills for Numbers and Special Characters (Miller)
H. Error Correction Techniques The student should be able to: 1. demonstrate appropriate techniques for the correction of errors;	Explain that correction paper, correction fluid, and lift-off tape are currently used methods for the correction of errors. Point out that the eraser is an obsolete method of correcting errors on originals. Emphasize the use of correction tape and explain/demonstrate the use of correction fluid and lift-off tape. Point out that corrections on carbon copies are most easily made with an eraser rather than with correction paper or correction fluid. Explain/demonstrate and have the students make corrections on carbon copies with erasers. Discuss/demonstrate and have the students correct errors by inserting or crowding an omitted letter of a word. Instruct the students on the technique of inserting an omitted letter of a word as the need arises.	Errors, Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 CORRECTING ERRORS ON ORIGINALS WITH CORRECTION PAPER 1. Backspace to the beginning of the error. 2. Insert the correction paper behind the ribbon and in front of the copy to be corrected. 3. Retype the error exactly as made. 4. Remove the correction paper. 5. Backspace to the beginning of the correction and type the correction. INSERTING OR CROWDING The method used is dependent on the typewriter used. 1. Press against the left end of the carriage to the desired typewriting position (electric or manual).

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		2. Depress partly the backspace key to move to the desired typewriting position on a manual typewriter. 3. Press against the right side of the carrier to move to the desired typewriting position on a selectric typewriter. 4. Use the half-space key on some electric typewriters.
2. identify and use common proofreading symbols;	Prepare a chart/transparency of the common proofreading symbols. Explain the importance of editing and correcting typewritten documents. Discuss the Requirements for Good Proofreading. Teach the students about proofreading and how to proofread. Allow time for students to proofread accurately. Help the students to understand where they are most likely to make errors and the different kinds of errors that may be found in any copy. Use proofreading exercises incorporating each of the types of errors.	Proofreading Skills and Methods; Building Proofreading Skills, Transparency Masters and/or Handouts, Set II; Spectrum III: Methods of Teaching Typewriting - available from the Library, Dept. of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 REQUIREMENTS FOR GOOD PROOFREADING 1. Spell correctly. 2. Know basic punctuation rules. 3. Know the correct applications of typewriting usages such as expressing time, amounts of money, use of numbers and symbols, etc. 4. Make simple mathematical corrections. 5. Read for details and meaning. 6. Be error conscious. 7. Know the types of errors commonly missed. 8. Know the places errors frequently occur.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. proofread and edit documents	Have the students proofread their daily classroom work. Prepare exercises on proofreading to meet the needs of the students. Include typewritten and handwritten exercises.	SUGGESTED FOR PROOFREADING EXERCISES 1. Typographical errors 2. Transpositions and pileups 3. Word errors (e.g., you for your) 4. Spelling errors 5. Style errors 6. Grammar and typewriting usage errors 7. Other types of errors
	Instruct students in ways of reducing errors. Integrate and emphasize these instructional procedures throughout the instruction of typewriting, including proofreading. Have students start slowly and gradually increase speed. Pace the students and emphasize keystroking and spacing techniques during the keyboard-learning period so students develop speed with control. Have the students type alphabetic sentences three times at alternative levels of speed to determine the practice speed that leads to the greatest control (minimum of errors). Help the students determine which letter combinations, or individual letters, cause them to make persistent errors. Identify keystroking precision drills to reduce these errors. Emphasize that the alphabetic sentences and the keystroking precision drills are technique improvement practices only. Encourage the students to read copy for meaning, and to type long and unfamiliar words. Emphasize the importance of typewriting alertness in improving typewriting skill.	INSTRUCTION FOR REDUCING ERRORS 1. Positive suggestion 2. Pacing and guided writing 3. Alphabetic sentences and keystroking precision drills 4. Concentration drills 5. Correcting errors 6. Goal setting

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Allow the students to correct errors, as soon as they know they have made errors, after they have developed their typewriting skills to the level that key locations no longer cause hesitations. Permission to correct errors removes the tension that leads to errors. The knowledge of the time lost in making corrections helps to convince students of the importance of typewriting at their control level.	
	Encourage the students to set daily and weekly goals for all of their typewriting activities. Emphasize the importance of setting realistic goals and of keeping records of the performance results.	
II. SPEED DEVELOPMENT		
A. Straight Copy		GUIDELINES FOR STRAIGHT-COPY TIMINGS
The student should be able to:		1. Measure speed in gross words a minute.
1. type straight copy at a minimum speed of 25 to 30 words a minute (gross) for five minutes.	Explain the guidelines for straight-copy timings.	2. Use ten-minute samples of performance consisting of four 2 1/2 - minute, three 3 1/3-minute, or two 5-minute timings.
	Use timed writings at any time following the completion of development of continuity of the keyboard.	3. Introduce 5-minute timings as soon as possible and use exclusively after introducing them.
		4. Use arranged copy, initially so students can duplicate the copy line for line.
		5. Introduce early copy requiring students to listen to the bell for the end of the line.
	Begin timed writings with four different 2 1/2-minute timings or three different 3 1/3-minute timings of equal difficulty.	Teacher's Manual: Business Applications in Typewriting (Farmer)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Move as soon as possible to timed writings with two different 5-minute timings of equal difficulty.	Textbooks
	Some research indicates that 10-minute samples of performance (four 2 1/2 minute timings, three 3 1/3-minute timings, two 5-minute timings) provide a highly reliable measure of stroking speed.	Drilltype 3 Time Writings (Moreland) Progressive Timed Writings (Hodgins)
	Record student performance by providing a separate score for gross words per minute (Table 1-102) and for errors (Table 2). This method of recording serves three functions: 1. maximizes reliability of scoring; 2. increases information available to both students and teachers for remedial work; 3. provides a valid basis for grading.	Table 1-102 (Appendix A) Table 2 (Appendix A)
	Convert the two separate scores into a grade.	Grading and Evaluation section (Appendix A)
	Decrease the emphasis on straight-copy testing after the students have acquired skill at typewriting paragraphs for speeds of 20 to 30 words per minute (gross) on five-minute timings. Give a decreasing weight to straight copy test scores as part of the total grade.	
III. COMPOSITION		
A. Words, Phrases, and Sentences		
The student should be able to:	Integrate composition at the typewriter into the instruction of typewriting after the students have learned the keyboard.	Textbooks
1. compose while typewriting:	Develop a sequential plan for teaching composition at the typewriter by beginning with simple activities and moving to complex activities.	Composition and Dictation Skills, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Give the students clearly defined objectives. Emphasize that the typewriter is a writing tool, not merely a copying tool. Incorporate composition instruction into regular lessons at appropriate intervals rather than teaching composition as a separate unit or attempting to do all the exercises in succession.	 Teaching Composition at the Typewriter (Hyslop) Improving Spelling Skills at the Typewriter (Miller)
- one-word responses, - phrase responses, - sentence responses.	Make composing assignments meaningful learning experiences. Have the students compose one-word answers to simple questions. Include number typewriting only after the numbers have been presented. Have the students type two-or-three-word answers to questions. Instruct the students to reply to questions with complete sentences.	
B. Paragraphs The student should be able to: 1. compose from a given topic or topics while typewriting, a paragraph of average length.	Develop the ability to compose paragraphs sequentially. Ask the students to write two or three sentences in reply to a question. Supply the students with topic sentences relating to their social activities, home, and personal interests. Have them develop the paragraph from the topic sentence. Provide the students with three topics and direct the students to select one of the topics and to compose a paragraph.	 Teaching Composition at the Typewriter (Hyslop)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Direct the students to type each paragraph as a rough draft, proofread their paragraphs, and typewrite final copies if necessary. Review the proofreading symbols, and have the students use these symbols during the proofreading of their paragraphs. Instruct the students how to use the "x-ing out" procedure while composing paragraphs at the typewriter.	
C. Display or Art Typewriting		
The student should be able to:		
1. demonstrate the ability to use display or art typewriting.	Discuss with students the use of art typewriting in the composition activities at the typewriter. (Some aspects of art typewriting are covered in the component on centring and tabulation.)	Textbooks Display Typing 102, available at the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
IV. CENTRING AND TABULATING	NOTE: The components of centring and tabulations, correspondence, and manuscripts represent the beginning of problem and production typewriting activities. Develop these components on a cyclical basis by having the students spend a week or more on each following the first typewriting in each component. Teach a new component and review the previous components. Develop these components sequentially to meet the needs of the students, beginning with centring and tabulations, or correspondence, or manuscript. Instruction should consist of a series of events to aid students in proceeding from where they are at the beginning of a learning activity to the level of achievement they are expected to demonstrate at the end of that activity. Proceed sequentially through all the components of instruction from initiation to mastery in teaching copy-arrangement procedures in centring and tabulations, letters, and manuscripts.	Transparency Master 2, "Cyclical Approach to Problem and Production Typewriting" COMPONENTS OF INSTRUCTION 1. Inform the students of the objectives. 2. Recall the prerequisite learnings. 3. Present the stimulus material (the copy to be typed). 4. Provide learning guidance (demonstration and problem-solving).

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		5. Elicit performance (student imitation of performances and completion of steps). 6. Provide feedback about performance correctness (checking by student and teacher). 7. Assess the performance (completion of problems by the students without guidance from the teacher). 8. Retain and transfer learning (spaced reviews and repetitions of the process).
	Emphasize production typewriting throughout the instruction of the components of centring and tabulations, correspondence, and manuscripts.	PRODUCTION TYPEWRITING: The proficiency with which a typist can apply copy arrangement principles, efficient work methods, and problem typing skills when arranging and typing problems for a period of time with minimal or no directions. When planning, proofreading and correcting, these between-problem activities are included as a part of the timed activity.
	Emphasize a learning sequence to develop competence: 1) practice to learn or review the nature of the problem (form, arrangement, special characteristics, procedures required in the solution); 2) build efficient procedural patterns, decision-making habits, and speed in the completion of the problems; 3) build sustained production skill on familiar copy through emphasizing quick and careful following of directions, efficient arrangement and handling of working materials, detection and correction of errors, effective use of between-problem time, and rapid disposal of completed work; 4) determine the level of production competence that has resulted from the learning/skillbulding steps.	STEPS FOR PRODUCTION COMPETENCE 1. Problem solving (or review) 2. Problem skill building: - timed practice on parts of the problem - teacher pacing and timed interval pacing - timed writings on the whole problem 3. Sustained production 4. Production measurement Grading and Evaluation section in this outline Teacher's Manual - Business Applications in Typewriting (Farmer)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		Production Typewriting, Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
A. Centring The student should be able to: 1. develop the ability to type well-balanced, attractive copy centred on half and full sheets of paper;	Collect examples, or have students bring examples, of centring to the classroom for a bulletin board display. Explain that the centring process is one of the most basic and important applied typewriting operations. Centring is requisite for arranging and typewriting announcements, tabulations, reports and often for typewriting letters and other forms of communication. Determine if the students know the names and functions of the typewriter parts required for centring. Emphasize and develop an understanding of such terms as horizontal, vertical, margins, equal, half, above, below, centre, centre point, left, right, top, bottom, side, single space, double space, triple space, full sheet, and half sheet.	Textbook illustrations Examples from newspapers Teacher's Manual - Business Applications in Typewriting (Farmer) MACHINE PARTS REQUIRED FOR CENTRING 1. Paper guide and scale 2. Line-of-writing scale 3. Cylinder knobs 4. Alignment scale 5. Paper release 6. Line-space selector 7. Space bar 8. Backspace key 9. Margin set mechanisms 10. Tab clear and set keys 11. Carriage return 12. Shift keys and lock

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Have the students demonstrate a knowledge of these concepts by answering questions about them. E.g., "What does vertical mean?"	
2. understand and apply the principles for centring copy on half and full sheets of paper;	Discuss and have the students apply two basic principles in learning the centring processes.	BASIC PRINCIPLES FOR CENTRING 1. Horizontal Centring Principle To centre a line horizontally, half the spaces in the line must be to the left of the horizontal centre point of the paper and half the spaces must be to the right; the resulting left and right margins must be approximately equal. 2. Vertical Centring Principle To centre the copy vertically, half the lines must be above the vertical centre of the paper and half the lines must be below the vertical centre; the resulting top and bottom margins must be approximately equal.
3. understand and apply the techniques of display in centring vertically and horizontally; 4. format copy by centring vertically and horizontally from: - print and handwritten input, - arranged and unarranged input;	Explain the use of single spacing, double spacing, triple spacing, variable spacing between groups of lines and between groups of words in a line, capitalization, and spread headings. Present the copy to be typed (stimulus material) by projecting the copy on the chalkboard, or by referring to the textbook.	Textbooks STEPS FOR CENTRING LINES HORIZONTALLY 1. Clear margins and tabulator stops. 2. Insert and adjust paper. 3. Position print point at the centre of paper. 4. Set the tabulator stop. 5. Locate the backspace key.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		6. Spell the line as you backspace one for each two strokes. 7. Type the line. 8. Return the carriage. 9. Press the tabulator key/bar to reach the centre.
	Provide guidance in helping the students to learn by pacing the sequential steps required to centre the line or the lines horizontally. Discuss and demonstrate the steps to follow. Have the students imitate the demonstration step by step in clearing margins and tabulator stops, setting the line-space regulator, setting a tabulator stop at the horizontal centrepoint of the paper, and backspacing from the horizontal centrepoint once for each two letters and spaces in each line. Have the students repeat the entire exercise following the chart of steps for centring lines horizontally.	
	Explain and demonstrate the steps to follow in centring the copy vertically. Have the students imitate the demonstration using a step-by-step approach to complete the vertical centring of a copy. Have the students repeat the entire copy following the chart of steps.	STEPS FOR CENTRING COPY VERTICALLY 1. Insert and adjust paper. 2. Count the lines (printed and blank) within the copy. 3. Subtract this total from the available lines on the paper. 4. Divide by two to obtain the number of blank lines for the top margin. 5. Count as you space down once for each blank line in the top margin. 6. Type the display following horizontal centring techniques.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Assess understanding and performance by assigning two or three similar problems for the students to complete without guidance or prompting. If the students can complete the second and/or third problem without guidance, have them typewrite several one-minute timings to increase the speed and to connect the links in the learning chain in centring copy horizontally and vertically. Begin the centring section with print and arranged input and follow with handwritten and unarranged input. Emphasize production typewriting.	Centering and Tabulations (Typing 102) and Display Centring (Typing 102) available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
5. proofread and edit centered copy.	Review the objectives and notes related to proofreading and editing. Have the students proofread and correct original documents.	
8. Tabulations The student should be able to: 1. develop the ability to type well-balanced, attractive one-, two-, and three-column tabulations on half and full sheets of paper;	Prepare or have the students prepare bulletin board displays of the various types of tabulations. Explain that the process of arranging and typewriting tabulations is an extension of the centring principles and the centring procedures. Make sure the students can demonstrate readiness to begin tabulations by indicating their ability to apply the basic centring principles in a variety of simple centring tasks. They should also show reasonable skill in tabulating from column to column in prearranged tabulating drills.	Examples from newspapers BASIC PRINCIPLES FOR CENTRING 1. Horizontal Centring Principles 2. Vertical Centring Principles

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify the parts of one-, two-, and three-column tabulations;	Prepare transparencies of one-, two-, and three-column tabulations. Discuss and have the students identify the parts of tabulations: main headings, column headings, and columns.	 Textbook illustrations
3. understand and demonstrate the ability to apply placement rules to one-, two, and three-column tabulations;	Prepare the students for typewriting tabulations. Demonstrate the backspace-from-centre process for centring headings and columns. Use short, easy tabulations to initiate learning. Add one new feature at a time: a centred heading, an additional column, etc.	PREPARATION FOR TYPEWRITING TABULATIONS 1. Basic keystroking mastery of numbers and symbols 2. Mastery of the basic centring procedures 3. Mastery of basic sub-routines: tabulating for indenting paragraphs, columns of words, alternated columns of words and numbers, and columns of numbers and symbols BACKSPACE FROM CENTRE PROCESS 1. Use the "backspace once for two" method for headings. 2. Use the same method of centring columnar items: - backspace one for each two characters in the longest entry in each column; - backspace once for each two spaces to be left between columns (even numbers to simplify backspacing). TYPES OF SHORT, EASY TABULATIONS 1. One-column tabulation 2. One-column tabulation with centred heading 3. Two-column tabulation 4. Two-column tabulation with centred heading

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		5. Three-column tabulation 6. Three-column tabulation with centred heading
4. format one-, two-, and three-column tabulations from:	Present the tabulation to be typed (stimulus material) by projecting the tabulation on the screen, by writing the tabulation on the chalkboard, or by referring to a textbook.	
- print and handwritten input,	Choose a one-column tabulation. Discuss and demonstrate the steps to follow in typewriting a one-column tabulation.	
- arranged and unarranged input;	Have the students imitate the demonstration step-by-step to complete the one-column tabulation.	Textbook problems
	Assess understanding and performance by assigning two or three similar problems for the students to complete without guidance or prompting. If the students can complete the second and/or third problem without guidance, have them typewrite several one-minute timings to increase the speed and to connect the links in the learning chain in typewriting a one-column tabulation.	Centring and Tabulations (Typing 102), available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 Graded Tabulation Drills (Higgins)
	Use the same procedures for typewriting a one-column tabulation with a heading, a two-column tabulation, a two-column tabulation with a heading, a three-column tabulation, and a three column tabulation with a heading. Begin the tabulation section with printed and arranged input and follow with handwritten and unarranged input.	
	NOTE: Have the students type approximately twenty tabulations. Select an appropriate number of additional tabulations to ensure achievement of adequate learning. Emphasize production typewriting.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. proofread and edit tabulations.	Review the objectives and notes related to proofreading and editing. Have the students proofread and correct original copies of tabulations.	
V. CORRESPONDENCE		
A. Letters		
The student should be able to:		
1. develop the ability to type well-balanced, attractive letters in mailable format;	Collect examples, or have students bring examples of typewritten letters to the classroom for a bulletin board display.	
2. identify the parts of a letter;	Prepare a transparency/chart of a letter. Have the students identify the parts of a letter.	PARTS OF A LETTER 1. Date line 2. Letter address 3. Salutation 4. Body 5. Complimentary Close 6. Company Name (Optional) 7. Written Signature 8. Typewritten Signature 9. Reference Initials
3. understand and demonstrate the ability to apply placement rules to letters:	Discuss the placement rules for letters. Refer to textbook illustrations, bulletin board displays, and transparencies to study the placement of letters.	Illustrations of letters Applications in Typewriting Wall Charts (Farmer et al.)
- demonstrate the ability to judge letter length;	Emphasize judging placement during the typewriting of letters of various lengths. Encourage the students to estimate the letter lengths, and to develop precision at judging the spaces between the top of the page and the return address, and between the date and the letter address rather than counting vertical spaces. Refer to the Placement Chart.	Transparency Master 3, "Placement Chart"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. format personal business and business letters in block and modified block style from: - print and handwritten input, - arranged and unarranged input.	Define and explain a personal business letter and business letter. Provide examples of each. Emphasize the common styles of letters: 1. block style (all lines begin at the left margin); 2. modified block style (return address - - if used, date line, complimentary close, and typed signature are typed from the centre point; all lines in the remaining parts of the letter begin at the left margin). Begin with print and arranged input and follow with handwritten and unarranged input. Approximately 75 percent of the source documents for typewriting are handwritten. Supplement material provided in textbooks with locally prepared handwritten copy. Regardless of the textbook used, follow the letter styles and names suggested in the textbooks. Choose a personal business letter. Discuss and demonstrate the steps to follow in typewriting the personal business letter in block style. Have the students imitate the demonstration using a step-by-step approach to complete the letter following a flowchart of the steps. Explain that some of the letter styles will not require the students to perform all the tasks in the flowchart. Have the students select the sequence of tasks related to the style of letter being typed. Prepare a flowchart of steps on a transparency/ chart/chalkboard.	PERSONAL BUSINESS LETTER: A letter that is written by an individual to a business firm or an organization BUSINESS LETTER: A letter that is written by a business firm or organization to an individual or to another business firm Letters - Typing 102, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 Transparency Master 4, "Modified Block Style" Transparency Master 5, "Block Style" STEPS FOR TYPEWRITING LETTERS 1. Estimate the letter length. 2. Set 38 mm left and right margins. 3. Determine the position of the date line. 4. Start typewriting the date line 50 mm from the top of the paper. 5. Determine the position of the letter address. 6. Type the letter address and salutation.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	After the students are confident about the placement and format of a particular letter style, give them several one-minute timings to increase their speed in moving from one part of the letter to another part. Following are suggestions for one-minute timings: 1. date line to inside address, 2. inside address to salutation, 3. salutation to the first paragraph, 4. last paragraph to the closing and signature lines.	7. Set a tabulation, if required, for paragraph indention. 8. Type the body of the letter. 9. Determine the position for the complimentary close. 10. Finish the letter. 11. Proofread the letter and remove it from the typewriter. 12. Prepare the envelope.
	Problem typewriting skill and production proficiency demand that each of the links in the decision-making/performance chain be executed correctly, in the right order, and in minimum time -- from the stimulus (the letter problem) to the completion of the responses (the completion of the typed letter). With practice (timed repetition of the process) the student ties together the sequential responses to develop skillful problem typewriting and sustained production competence.	Teacher's Manual - Business Applications in Typewriting (Farmer et al.) Transparency Master and/or Handouts - Set III Production Typewriting Spectrum I: Methods of Teaching Typewriting Spectrum II: Methods of Teaching Typewriting Production Typewriting Drills (Wilkinson) All of the above are available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
	Teach the students how to do production work. Students who are given organized, intensive instruction and practice in production techniques achieve more than students who are given straight-copy timings and practice in copying problems.	Production Typing Drills (Wilkinson)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Use carefully directed training in the sequential elements of problem solving and production typewriting. Use the same procedures for personal business letters in modified block style, business letters in block and modified block style. NOTE: Have students type a minimum of four personal business letters in each style and a minimum of six business letters in each style. Select an appropriate number of additional letters in each of the styles to ensure the achievement of adequate learning.	SEQUENTIAL ELEMENTS 1. Direction 2. Demonstration 3. Imitation 4. Intensive Drill
5. identify and use the following styles of punctuation: - no point, - two-point, - full-point;	Refer to letters, chart, or bulletin board display to identify and discuss the punctuation styles. Define each of the punctuation styles. Explain that the names (no-point, two-point, full-point) replace the following names: open, mixed, closed. Emphasize that the three punctuation styles may be used with any letter style. Have the students identify the advantages and disadvantages of each punctuation style. Have the students type letters using the different styles of punctuation.	Textbooks

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
6. understand the need for carbon copies:	Discuss the reasons for using carbon paper.	
- demonstrate the ability to use carbon paper;	Point out the declining use of carbon paper because of the increased use of copy machines.	
	Demonstrate the method of assembling a carbon pack. Prepare a flowchart to illustrate the sequential steps in describing a carbon pack.	
	Have the students type letters requiring carbon copies.	
7. proofread and edit original documents.	Review the objectives and notes related to proofreading and editing.	
	Have the students proofread and correct original documents with paper tape and carbon copies with erasers.	
B. Envelopes		
The student should be able to:		
1. develop the ability to type well-balanced, attractive envelopes in mailable format;	Collect or have students bring examples of typewritten envelopes to the classroom for a bulletin board display.	
	Emphasize addressing of large envelopes. Point out that 90 percent of businesses use large envelopes.	Typing Facts and Tips (Farmer et al.)
2. identify the areas of an envelope;	Prepare a chart/transparency master to illustrate the areas of an envelope. Explain the purpose of each area of the envelope.	PURPOSE OF ENVELOPE AREAS 1. Area 1 - Return address and post office stickers 2. Area 2 - Postage stamps 3. Area 3 - Letter address 4. Area 4 - Postal Code 5. Area 5 - Blank
	Point out that Area 5 is the machine sorting code band.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. demonstrate the ability to apply the placement rules for envelopes;	Demonstrate the addressing of envelopes. Have the students imitate the demonstration during the addressing of several envelopes.	Teacher's Guide to Proper Addressing, available from Canada Post
4. format various sizes of envelopes;	Have the students address envelopes of various sizes. Place special emphasis on the large envelopes. Emphasize that the Postal Code must be typed on Area 4 of the envelope.	Envelopes and Mailing Procedures, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
5. fold and insert letters into envelopes.	Prepare a bulletin board display/chart to illustrate the proper method of folding and inserting letters into envelopes.	
VI. MANUSCRIPTS		
A. One-page Manuscripts		
The student should be able to:		
1. develop the ability to type well-balanced, attractive one-page manuscripts, without and with footnotes, and with title pages in acceptable format;	Collect or have students bring examples of typewritten one-page manuscripts to the classroom for a bulletin board display.	Textbook illustrations Applications in Typewriting Wall Charts (Farmer et al.)
	Determine if the students have mastered skills required in the typewriting of simple manuscripts. Such skills include: basic machine operation skills, machine adjustment knowledge (margin setting, spacing information, utilizing the line space selector and return, end-of-page indicator, and tabulator stop setting for indenting paragraphs), horizontal centring principles and procedures, and hyphenation of words at line endings.	Teacher's Manual - Business Applications in Typewriting (Farmer)
2. identify the parts of a one-page manuscript;	Prepare a transparency of a one-page manuscript. Discuss and have the students identify the title and body (paragraphs).	Textbook illustrations

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. understand and demonstrate the ability to apply placement rules to a one-page manuscript;	Discuss the placement rules for manuscripts (the placement of margins, page numbers, spacing, title). Prepare transparencies to study the placement of manuscripts. Refer to textbook illustrations. Emphasize judgement (placement during the typewriting of manuscripts). Encourage students to estimate the top margin rather than counting vertical spaces.	Transparency Master 6, "One-Page Manuscript"
4. format one-page manuscripts from: - print and handwritten input, - arranged and unarranged input;	Choose, discuss, and demonstrate the steps to follow in typewriting a one-page manuscript. Have the students imitate the demonstration to complete the manuscript. Have the students repeat the entire one-page manuscript following a flowchart of steps. Prepare a flowchart on a transparency/chart/ chalkboard of the steps for typewriting one-page manuscripts. Discuss the format of the footnote section of the manuscript when necessary. Explain that style manuals and educational institutions differ on the format of footnotes. Have the students type footnotes from printed copy, from a transparency of printed copy, and/or from the chalkboard.	STEPS FOR TYPEWRITING ONE-PAGE MANUSCRIPTS 1. Determine if the manuscript is to be bound or unbound. 2. Adjust margins for the type of binding. 3. Insert and adjust paper. Use a manuscript frame if longer than one page, or if footnotes are required. 4. Centre and type title. Set five-space paragraph indention. Set machine for double spacing. 5. Complete the manuscript. Transparency Master 7, "Examples of Footnotes"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Give the students a short lead-in paragraph requiring a footnote from the typewriting textbook. Have the students typewrite the paragraph and prepare the footnote using the information on the title page of the typewriting textbook. Have the students bring textbooks for other subjects (English, Mathematics, General Business, Science, etc.) to class. Have them compose a short paragraph relating to the textbooks and requiring footnotes to document the source of the information. Ask the students to prepare the footnote(s) using the information from the textbooks. After the students are confident about the placement and the format of a one-page manuscript, give them several one-minute timings to increase their speed in proceeding from one part of the one-page manuscript to another part (title to first paragraph, paragraph to paragraph, paragraph to footnote, footnote). Use the same procedures for one-page manuscripts typed from hand-written, arranged and unarranged input, without and with footnotes. Begin with print and arranged input and follow with handwritten and unarranged input. NOTE: Have the students type approximately eight one-page manuscripts (some without and some with footnotes). Supplement textbook material if the textbook does not contain one-page manuscripts with footnotes, handwritten and unarranged manuscripts. Select an appropriate number of additional manuscripts to ensure achievement of adequate learning. Emphasize production typewriting.	Production Typing Drills (Wilkinson)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. proofread and edit one-page manuscripts.	Review the objectives and notes related to proofreading and editing. Have the students proofread and correct original documents with paper tape.	Report Typing (Grill.
B. Two-page Manuscripts		
The student should be able to:		
1. develop the ability to type well-balanced, attractive two-page manuscripts, without and with footnotes, and with title page in acceptable format;	Collect examples of two-page manuscripts for a bulletin board display. Refer to textbook illustrations.	Transparency Master 8, "Page Two of a Manuscript"
2. identify the parts of a two-page manuscript;	Prepare a transparency of the first page of a two-page manuscript. Have the students identify the title, the body, and the footnote on the first page. Prepare a transparency of the second page of a two-page manuscript. Discuss and have the students identify the heading and the page number for the second page.	
3. understand and demonstrate the ability to apply placement rules to a two-page manuscript;	Review the placement rules for a one-page manuscript. Discuss the placement rules for the second page of a manuscript. Refer to textbook illustrations to study the placement of page one and page two of a two-page manuscript. Emphasize judgment placement during the typewriting of manuscripts. Encourage students to estimate top margins for the first and second pages of the manuscript.	Typing Facts and Tips (Farmer et al.) Applications in Typewriting Wall Charts (Farmer et al.) AIDS FOR TYPEWRITING MANUSCRIPTS 1. Read the material in the manuscript carefully before beginning to type.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. format two-page manuscripts from: - print and handwritten input, - arranged and unarranged input;	Discuss and prepare a chart of Aids for Typewriting Manuscripts. Review the procedures for typewriting a one-page manuscript. Follow these procedures for typewriting page one of a two-page manuscript. Demonstrate the steps to follow in typewriting the second page of a two-page manuscript. Have the students imitate the demonstration to complete the second page of a manuscript. Have the students complete the second page of a manuscript.	2. Insert the paper with the backing sheet as a guide. 3. Space down to line 13 for page one. (Judge placement rather than count.) 4. Tabulate to the centre. 5. Centre and type the manuscript title. 6. Triple space after the title and type the first page of the manuscript. 7. Space down to line 7 for page two. (Judge placement rather than count.) 8. Type the title at the beginning margin and the page number at the ending margin. 9. Triple space after the title and the page number and type page two of the manuscript.
	After the students are confident about the placement and format of the second page of a manuscript, give them several one-minute timings to increase their speed in proceeding from one part of a two-page manuscript to another part (title and page number of the second page to the first paragraph, paragraph to paragraph, paragraph to footnote, footnote). Use the same procedure for the second page of a manuscript typed from handwritten, arranged, and unarranged input. Begin with print and arranged input and follow with handwritten and unarranged input. NOTE: Have the students type two, two-page manuscripts (some pages without and some with footnotes). Select an appropriate number of additional manuscripts to ensure achievement of adequate learning.	Production Typing Drills (Wilkinson) Report Typing (Grill)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. proofread and edit two-page manuscripts	Emphasize production typewriting. Review proofreading symbols and the procedures to follow during the editing of manuscripts. Have the students proofread and correct original documents.	

TYPEWRITING 102: CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

COURSE CONTENT	APPROVED TEXTBOOKS Farmer, G., et al. Business Applications in Typewriting	Rowe, J.L., et al. Typing 300, Volume 1; Metricated Canadian Edition
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT		
A. Organization of Typewriting Station	Page vii	Pages 2, 11
B. Posture at the Typewriter	Page ix	Pages 4, 13, 15-17, 22
C. Operation, Care, and Maintenance of the Typewriter	Pages 334-335	Pages 78, 234
D. Typewriter Parts	Pages v-ix	Pages 2-5
E. Basic Typewriting Procedures	Pages 3-4, 8, 13, 34, 89, 335	
- insertion and paper removal	Page vii	Page 3
- planning and setting margins	Page viii	Page 3
- listening for the bell	Pages viii 24, 26, 34	Pages 3, 49, 57
- end-of-line decisions	Page 34	Pages 3, 49, 57
- typing on ruled lines	Page 127	Suggested Resources in Curriculum Outline
- tabulating for identions and columns	Pages 43, 334	Pages 39-40, 48
- re-inserting paper and aligning typescript	Pages 115, 337	Page 121
- using correct spacing after punctuation	Pages 6, 9, 17, 31-33, 36, 338, 339	Pages 4, 18, 21
- basic punctuation for abbreviations and measurements	Pages 70, 344-345	Pages 119, 135, 273-274
- using word division rules	Pages 33, 46, 340	Pages 50-51
- capitalization	Pages 339, 340	Page 226
- paragraphing techniques	Page 43	Pages 25, 48
- expressing metric and standard numbers	Pages 341-342	Pages 225-226
- making punctuation marks and special symbols	Page 345	Page 11
F. Alphabetic Keyboard	Pages 1-67	Pages [illegible]
G. Non-alphabetic Keyboard	Pages 68-111	Pages 56-73
H. Error Correction Techniques		
- techniques	Pages 114-1[illegible], 336-337	Pages 19, 136
- proofreading symbols	Pages 217, 358	Page 141
- proofreading and editing	Pages 216-220	Pages 19, 24-25, 146, 197, 224

typewriting 202

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
II. SPEED DEVELOPMENT		
A. Straight Copy		
- 1 minute	Pages 37-57, 97-106	Timed Writings - Page v Index
- 3/5 minutes	Pages 37-57, 97-106, Appendix A	Timed Writings - Page v Index
- progressive timings	Pages 58-62, Appendix A	Timed Writings - Page v Index
III. COMPOSITION		
A. Words, Phrases, Sentences	Page 107, Suggested Resources in Curriculum Outline	Suggested Resources in Curriculum Outline
B. Paragraphs	Pages 107-111	Suggested Resources in Curriculum Outline
C. Display or Art Typewriting	Pages 121-122, 124-126	Pages 46-47, 258
IV. CENTRING AND TABULATIONS		
A. Centring	Pages 116-125, 346	Pages 40-41, 44, 46-47, 51-54
B. Tabulations	Pages 231-238	Pages 93-107, 163-165
V. CORRESPONDENCE		
A. Letters		
- parts of letter	Pages 135-136, 169, 347-350	Pages 81-82
- placement rules	Pages 137, 144, 348	Pages 81-82
- personal business	Pages 169-173	Pages 88-89, 92
- business	Pages 138-141,144-148, 151, 153, 154, 348-349	Pages 81-92
- punctuation styles	Pages 136, 347-349	Pages 81-92, 216
- carbon copies	Pages 115, 145, 164	Pages 156
- proofread and edit	Pages 115, 145, 336, 357	Pages 121, 136, 141
B. Envelopes		
- areas of envelope	Page 142	Page 112
- placement rules	Page 142	Page 112
- sizes of envelopes	Pages 138, 351	Page 112
- folding and inserting letters	Pages 142, 350	Page 112

APPROVED TEXTBOOKS

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
VI. MANUSCRIPTS		
A. One-page Manuscripts	Pages 192-195	Pages 141-146
B. Two-page Manuscripts	Pages 195-198, 204-206, 211-213, 215	Pages 141-146, 167-169

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT A. Review of Keyboard Mastery and Skill Development for Typewriting 102 The student should be able to: 1. demonstrate the ability to apply the typewriting concepts and skills listed in KEYBOARD MASTERY AND SKILL DEVELOPMENT for Typewriting 102.	Have students prepare file folders to hold samples of their work (portfolios). As the various typewriting assignments are studied, have the students file mailable samples of their achievements in their portfolios. Discuss and review the pre-application concept and skills: - organization of the typewriting station, - posture at the typewriter, - operation, care, and maintenance of the typewriter, - parts of the typewriter, - basic typewriting procedures, - alphabetic keyboard, - non-alphabetic keyboard.	ORGANIZATION OF WORK STATION 1. Typewriter aligned with the front of the desk 2. Typewriting book to the right of the typewriter 3. Typewriting book in upright position 4. Extra paper at the left of the typewriter Transparency Masters and/or Handouts Set I, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 CLEANING EQUIPMENT AND SUPPLIES 1. Long-handled soft brush for cleaning 2. Short stiff brush for cleaning the type face 3. Cleaning fluid for cleaning the type face 4. Soft cloth for dusting the typewriter CLEANING THE TYPEWRITER 1. Dust the typewriter daily with a soft cloth. 2. Use the long-handled brush to remove dust from areas of the typewriter which cannot be reached by a cloth.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		3. Use the short stiff brush to clean the type face. 4. Use a soft cloth and cleaning fluid to clean the typewriter cylinder (platen).
	Emphasize and explain that successful mastery of the processes of arranging and typewriting problems depends upon: - familiarity with the keyboard and the basic service mechanisms (space bar, shift keys and lock, carriage return, tabulator, backspacer, and margin release); - making machine adjustments with a minimum of waste time and motion (positioning the paper guide, adjusting the ribbon control, setting the margin stops, and clearing and setting tabulator stops).	Teacher's Manual - Business Applications in Typewriting (Farmer)
	Continue to develop and maintain readiness for copy arrangement tasks through the basic skills area of instruction. Continue to develop readiness for applied typewriting activities.	BASIC SKILLS TO ACHIEVE READINESS FOR COPY ARRANGEMENT 1. Guided practice on the efficient operation of service keys 2. Frequently placed and timed practice on making machine adjustments required in preparing to type
	Refer to the eventual use of the preapplication elements of typewriting in the typewriting of problems.	METHODS OF DEVELOPING READINESS FOR APPLIED TYPEWRITING ACTIVITIES 1. Have the student type easy-to-arrange problems (letters, reports, etc.), with specific step-by-step directions. 2. Direct student attention (during and after proofreading) to the applied typewriting information contained in the typed copy. 3. Teach, guide, and time all the preapplication elements of typewriting.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Error Correction Techniques The student should be able to: 1. understand and apply the techniques for inserting and crowding during the correction of errors.	Review and discuss the methods of correcting errors. Stress error correction techniques other than the eraser. Explain/demonstrate and have the students correct errors by inserting or crowding an omitted letter in a word. Provide the students with several opportunities to correct errors by inserting or crowding an omitted letter in a word.	Errors, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 INSERTING OR CROWDING The method used is dependent on the typewriter used. 1. Press against the left end of the carriage to the desired typewriting position (electric or manual). 2. Depress partly the backspace key to move to the desired typewriting position on a manual typewriter. 3. Press against the right side of the carrier to move to the desired typewriting position on an electric typewriter. 4. Use the half-space key on some electric typewriters.
II. SPEED DEVELOPMENT A. Straight Copy The student should be able to: 1. type straight copy at a minimum speed of 40 to 45 words a minute (gross) for five minutes.	Discuss the guidelines for straight-copy timings. Use two different 5-minute timings of equal difficulty for each straight-copy timing. Administer two equally difficult timed writings (two 5-minute timings) every two/three days to increase the reliability of the score. Record student performance by providing a separate score for gross words per minute (Table 1-202) and for errors (Table 2).	Teacher's Manual - Business Applications in Typewriting (Farmer) GUIDELINES FOR STRAIGHT-COPY TIMINGS 1. Measure speed in gross words a minute. 2. Use 10-minute samples of performance consisting of four 2 1/2- minute, three 3 1/3-minute, or two 5-minute timings.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	This method of recording serves two functions: - maximizes reliability of scoring; - increases information available to both students and teachers for remedial work.	3. Introduce 5-minute timings as soon as possible and use exclusively after introducing them. 4. Use arranged copy, initially, so students can duplicate the copy line for line. 5. At an early date introduce copy requiring students to listen to the bell for the end of the line.
		Curriculum Outline, Typewriting 102 Textbooks Drilltype 3 Timed Writings (Moreland) Progressive Timed Writings (Hodgins) Timed Writings About Careers (Fries et al.) Table 1-202, Appendix A Table 2, Appendix A
	Convert the two separate scores into one grade.	Testing, Grading and Evaluation, Appendix A
	Decrease straight-copy timings after the students have acquired the skill of typewriting paragraphs at speeds of 25 to 30 words per minute (gross) on 5-minute timings. Give a decreasing weight to straight-copy test scores as a component of the total grade.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Increase emphasis on the acquisition of speed in typewriting tasks of a business nature (centring, tabulations, correspondence, manuscripts, and business forms).	Testing, Grading and Evaluation, Appendix A and Appendix B
III. COMPOSITION		
A. Review of Composition for Typewriting 102		
The student should be able to:	Continue to use a sequential approach for teaching composition at the typewriter by proceeding from simple to complex activities: one-word responses, phrase responses, sentence responses, paragraphs.	Composition and Dictation Skills, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.
1. demonstrate the ability to meet the objectives determined for composition at the typewriter in Typewriting 102.	Emphasize that the typewriter is a writing tool. Integrate the instruction of composition into regular lessons and provide meaningful learning experiences.	Curriculum Outline, Typewriting 102 Improving Language Skills at the Typewriter (Miller)
B. Manuscripts		
The student should be able to:	Review the format of a one-page report.	Teaching Composition at the Typewriter (Hysiop)
1. compose from a given topic or topics, while typewriting, a one-page report.	Provide a bulletin board display. Develop the composing of one-page reports sequentially. Give the students a topic sentence relating to their interests. Have them develop the one-page report from the topic sentence. Provide the students with two or three topics and direct the students to select one of the topics and to prepare a one-page report.	Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al.), pp. 224-226

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Direct the students to select topics in which they are interested and to prepare a one-page report.	
C. Essays The student should be able to: 1. compose, at the typewriter, essays on a given topic or topics.	Discuss the format of an essay. Develop the composing of any essay sequentially. Provide the students with opportunities to typewrite essays for the other subject areas in their school program (English, law, science, etc.).	Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al), pp. 224-225
D. Personal Business Letter The student should be able to: 1. compose at the typewriter, a letter of average length, in a previously learned style, from given business situations.	Review the definition, the parts, and the format of a personal business letter. Present and discuss general rules for writing effective letters.	Curriculum Outline, Typewriting 102 GENERAL RULES FOR WRITING EFFECTIVE LETTERS 1. Write as you talk, using a natural style. 2. Be yourself; do not try to imitate someone else. 3. Write to express--not impress. Use words that are easily understood. 4. Use your imagination. 5. Be sincere. 6. Use active verbs rather than passive verbs. 7. Write to the reader's interests. 8. Remember that letter writing is an art that influences the emotions of other people.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Provide the students with opportunities to typewrite their personal business letters and/or letters from given situations.	Teaching Composition at the Typewriter (Hyslop) Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al.), p. 176
	Encourage the students to type the one-page reports and the personal business letters as rough drafts. Have them proofread the reports and letters, and typewrite final copies. Review the proofreading symbols and direct the students to use these symbols during the proofreading of their reports and letters. Instruct the students in how to use the "x-ing out" procedure while composing at the typewriter.	Building Proofreading Skills and Proofreading Skills and Methods, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
V. CENTRING AND TABULATIONS		
	Emphasize the components of problem and production typewriting on a cyclical basis: centring and tabulations; correspondence; manuscripts; and business forms. Review and discuss the cyclical approach to problem and production typewriting.	Transparency Master 3, "Cyclical Approach to Problem and Production Typewriting"
	Emphasize a learning sequence to develop competence: - Practice to learn or review the nature of the problem (form, arrangement, special characteristics, procedures required in the solution). - Build efficient procedural patterns, decision-making habits, and speed in the completion of the problem. - Build sustained production skills on familiar copy through emphasizing quick and careful following of directions, efficient arrangement and handling of working	STEPS FOR PRODUCTION COMPETENCE 1. Problem solving (or review) 2. Problem skill building: -timed practice on parts of the problem -teacher pacing and time interval pacing -timed writings on the whole problem 3. Sustained production 4. Production measurement

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	materials, detection and correction of errors, effective use of between-problem time, and rapid disposal of completed work. - Determine the level of production competence that has resulted from the learning/skill-building steps.	Grading and Evaluation section, Appendices A and B Teacher's Manual: Business Applications in Typewriting (Farmer et al.) Production Typewriting, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
A. Review of Centring		
The student should be able to: 1. demonstrate the ability to apply the concepts, skills, and objectives for centring as outlined in Typewriting 102.	Review the previously learned machine parts, basic concepts, and typewriting procedures related to centring. Ask the students to demonstrate that they can perform the previously learned typewriting procedures. It is important to continue to develop the students' confidence and to lead them to the realization that they know these concepts and skills. Explain and demonstrate new procedures. Have the students apply the previously learned procedures and the new procedures in typewriting more complex centring problems (menus, programs, etc.). Give the students opportunities to transfer the centring skills to individual typewriting applications and to compose and make procedural and content decisions for designing and typewriting centred material.	Curriculum Outline, Typewriting 102 Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al.), pp. 128-129

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Encourage the students to use a variety of display techniques.	DISPLAY TECHNIQUES 1. Variable spacing between words 2. Spreading of words 3. Variable spacing between lines 4. All capitals within the body 5. Pivoting from the right margin
	Continue to emphasize production typewriting, including proofreading and editing of documents.	
B. Tabulations		
The student should be able to:	Review the previously learned machine parts, basic concepts, and typewriting procedures related to tabulations.	Curriculum Outline, Typewriting 102
1. demonstrate the ability to apply the concepts, skills and objectives for tabulations as outlined in Typewriting 102;	Have the students typewrite one-, two-, and three-column tabulations without and with headings to demonstrate their level of readiness for proceeding with more complex problems (open and ruled multi-column tabulations).	Graded Tabulation Drills (Higgins)
2. understand and apply placement rules for open and ruled multi-column tabulations;	Prepare and show transparencies of open and ruled multi-column tabulations. Refer to the textbook illustrations. Prepare bulletin board displays.	
	Discuss and have the students identify the parts of open and ruled multi-column tabulations.	
	Explain the placement rules.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. develop the ability to type open and ruled multi-column tabulations on various sizes of paper;	Choose and present to students the open multi-column tabulation to be typed. Use transparency masters or tabulations written on the chalkboard. Discuss and demonstrate the steps to follow in typewriting the multi-column open tabulation. Have the students imitate a step-by-step demonstration to complete the multi-column open table. Have the students repeat the entire tabulation using a step-by-step approach. Add one or two new special features each time. Discuss and demonstrate the special features as they are required in tabulation. Use similar procedures for the multi-column ruled table.	SPECIAL FEATURES FOR TABULATION 1. Title 2. Sub-title 3. Column headings 4. Dollar signs 5. Totals 6. Percent signs 7. Numbers of varying lengths 8. Double ruled lines 9. Decimals 10. Footnotes
4. format open and ruled multi-column tabulations from: - print and handwritten input, - arranged and unarranged input;	Assess student understanding and performance by assigning two or three similar problems for the students to complete without guidance or prompting. If the students can complete the second and/or third problem without guidance, have them typewrite several one-minute timings to increase their speed and to connect the links in the learning chain for typewriting an open multi-column tabulation. Use the same procedures for typewriting multi-column ruled tabulations. Continue the tabulation section with print and arranged input. Follow with, and emphasize, handwritten and unarranged input. Supply supplementary material if some of the texts do not have sufficient handwritten material.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Emphasize production typewriting throughout this tabulation section.	Production Typing Drills (Wilkinson)
	Select an appropriate number of multi-column tables for students to typewrite to ensure the achievement of adequate learning.	
	Give the students opportunities to use their tabulation skills in multi-column tabulations to individual typewriting applications. Have them compose and make procedural and/or content decisions for typewriting multi-column tabulations from unarranged data.	Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al.), pp. 248-250
5. proofread and edit tabulations.	Review the procedures for proofreading and correcting tabulations.	
	Emphasize the importance of proofreading and correcting the tabulation while the copy is in the typewriter.	
	Have students include samples of the various tabulations in their portfolios.	
V. CORRESPONDENCE		
A. Letters		
The student should be able to:	Have students create portfolios of mailable samples of correspondence. Each of the letter styles studied should be included in the portfolio.	
1. demonstrate the ability to apply the skills and concepts for letters in Typewriting 102;	Review the parts of the letter, the placement rules for letters, the personal business letter, and the business letter.	Curriculum Outline, Typewriting 102
	Have the students typewrite a personal business letter and a business letter to demonstrate their level of readiness to proceed with more complex letter problems.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. understand and apply placement rules for average length business letters in block, modified block, modified block indented and simplified styles;	Discuss the placement rules for average length business letters in various styles. Refer to textbook illustrations, bulletin board displays, and transparencies to study the placement of letters. Emphasize judging placement during the typewriting of letters of various lengths. Encourage the students to estimate the letter lengths and to develop precision at judging the spaces between the top of the page and the return address, and between the date and the letter address rather than counting vertical spaces. Refer to the Placement Chart.	Illustrations of letters Applications in Typewriting Wall Charts (Farmer et al.) Transparency Master 3, "Placement Chart"
3. format average length mailable business letters in block, modified block, modified block indented, and simplified styles from: - print and handwritten input, - arranged and unarranged input;	NOTE: Simplified letter styles are an optional section of the component on correspondence. Review the definition of a business letter. Emphasize and explain the styles of letters: - Block style - all lines begin at the left margin. - Modified Block style - return address, date line, complimentary close, and typed signature are typed from the center point; all other lines begin at the left margin. - Modified Block Indented style - as Modified Block with the first line of each paragraph indented five spaces. - Simplified style - all lines begin even with the left margin; the salutation and complimentary close are omitted; no point punctuation is used. Refer to the illustration of the modified block indented style.	BUSINESS LETTER: A letter that is written by a business organization to an individual or to another business Transparency Master 4, "Modified Block Style" Transparency Master 5, "Block Style" Transparency Master 9, "Modified Block Indented Style"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Choose a block style business letter. Discuss and demonstrate the steps to follow in typewriting the business letter in block style. Have the students imitate the demonstration using a step-by-step approach to complete the letter. Explain that some of the letter styles will not require the students to perform all of the tasks. Have the students select the sequence of tasks related to the style of letter being typed. After the students are confident about the placement and format of a particular letter style, give them several one-minute timings to increase their speed in moving from one part of the letter to another part. Following are suggestions for the one-minute timing: - date line to inside address, - inside address to salutation, - salutation to the first paragraph, - last paragraph to the closing and signature lines. Problem typewriting skill and production proficiency demand that each of the links in the decision-making/performance chain be executed correctly, in the right order, and in minimum time - - from the stimulus (the letter problem) to the completion of the responses (the completion of the typed letter). With practice (timed repetition of the process), the student ties together the sequential responses to develop skillful problem typewriting and sustained production competence. Explain that the block style letter is used most frequently. Concentrate on this letter style. Use the same margin stops for all letters to standardize letter set-up.	STEPS FOR TYPEWRITING LETTERS 1. Estimate the letter length. 2. Set 38 mm left and right margins. 3. Determine the position of the date line. 4. Start typewriting the date line 50 mm from the top of the paper. 5. Determine the position of the letter address. 6. Type the letter address and salutation. 7. Set a tabulation, if required, for paragraph indention. 8. Type the body of the letter. 9. Determine the position for the complimentary close. 10. Finish the letter. 11. Proofread the letter and remove it from the typewriter. 12. Prepare the envelope. Teacher's Manual - Business Applications in Typewriting (Farmer et al.) Production Typewriting Drills (Wilkinson) Production Typewriting; Spectrum I: Methods of Teaching Typewriting; Spectrum II: Methods of Teaching Typewriting, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Teach the students how to do production work. Students who are given organized, intensive instruction and practice in production techniques and procedures achieve more than students who are given straight-copy timings and practice in copying problems.	Production Typing Drills (Wilkinson)
	Use carefully directed steps in the sequential elements of problem solving and production typewriting.	SEQUENTIAL ELEMENTS OF PRODUCTION TYPEWRITING 1. Direction 2. Demonstration 3. Imitation 4. Intensive drill
	Use the same procedures for the other types of average-length business letters in modified block style and modified block indented style.	
	Select an appropriate number of letters in each of the styles for the students to typewrite to ensure the achievement of adequate learning.	
	Give the students opportunities to transfer their skills for typewriting letters to typewriting applications, to compose letters at the typewriter, and to make procedural and content decisions.	Individual Typewriting Applications, Business Applications in Typewriting (Farmer et al.), pp. 173-184.
4. identify and type the special notations and variations in letters, in acceptable format;	Explain, with the aid of transparencies/charts/illustrations, the placement and functions of the special notations for letters. Indicate that with the increased use of copy machines the copy notation (c) is replacing the carbon copy notation (cc).	SPECIAL NOTATIONS IN LETTERS 1. Attention line 2. Subject line 3. Company name in closing lines 4. Enclosure notation 5. Carbon copy notation 6. Copy notation 7. Quotations in the body of the letter 8. Enumerations in the body of the letter 9. Postscript 10. Mailing notation
	Demonstrate the special notations and variations as they are required in letters.	
	Have the students type the special notations. When the students can typewrite the special notations without guidance, give them short timed writings (one-quarter/one-half minute) to increase speed and to connect the links in the learning chain for typewriting the special notations in letters.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. understand and apply placement rules for two-page letters;	Explain, with the aid of illustrations, the placement rules for two-page letters. Refer to textbook illustrations. Prepare bulletin board examples to emphasize the second page of the two-page letter.	Applications In Typewriting Wall Charts (Farmer et al.)
	Discuss and demonstrate the heading and the second page of the two-page letter. Ask the students to provide the reason for a heading on the second page.	Transparency Master 10 and Transparency Master 11, "Heading - Second Page (Letters)"
	Have the students imitate the demonstration through a step-by-step procedure. When the students can typewrite the heading and the second page without prompting, give them short timed writings (one-quarter/one-half/one-minute) to increase speed and to connect the links in the learning chain for typewriting the heading and the second page of a two-page letter.	
6. format mailable two-page letters from: - print and handwritten input, - arranged and unarranged input;	Assess student understanding and performance by assigning two or three similar problems for the students to complete without guidance or prompting.	Production Typing Drills (Wilkinson)
	Continue the correspondence section with print and arranged input and follow with and emphasize handwritten and unarranged input. Supply supplementary material if some of the texbooks do not have sufficient handwritten material.	
	Emphasize production typewriting throughout the correspondence component.	
	Select an appropriate number of second pages of two-page letters for the students to typewrite.	
	Give the students opportunities to use the skills for typewriting second pages of two-page letters in individual typewriting applications, and to compose and make procedural and content decisions for use in typewriting the second page of a two-page letter.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
7. proofread and edit correspondence.	Review the procedures for proofreading and correcting correspondence. Emphasize the importance of proofreading and correcting the correspondence while the copy is in the typewriter.	
B. Envelopes The student should be able to:	Review the areas of envelopes, the placement rules for envelopes, and the folding and inserting of letters into envelopes.	Teacher's Guide to Proper Addressing, available from Canada Post.
1. demonstrate the ability to apply the typewriting concepts, skills, and objectives for envelopes in Typewriting 102;	Emphasize that the inside address of the letter must appear on the envelope. Emphasize large envelopes (105mm x 241mm) over small ones.	Envelopes and Mailing Procedures, available from the Library, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.
2. understand the need and develop the ability to apply placement rules for special and mailing notations on envelopes;	Identify the mailing notations and the special notations for envelopes. Discuss the placement rules: - mailing notations in Area 1 under the return address; - special notations in Area 3 to the left of the letter address.	Curriculum Outline for Typewriting 102 MAILING NOTATIONS 1. Special Delivery 2. Registered Mail
3. format addresses, mailing, and special notations on envelopes;	Pace the students and have them address envelopes with mailing and special notations to locations in Canada and the United States. Discuss the differences between the Canadian Postal Code and the American Zip Code. Provide students with examples. Explain that the American Zip Code is typed on the same line as the community and the state, two spaces from the state.	SPECIAL NOTATIONS 1. Attention Line 2. Hold for Arrival 3. Personal 4. Confidential 5. Do Not Bend 6. (Other)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Identify the two-letter designations, recommended by Canada Postal Standards, for the provinces and territories of Canada. Point out to the students that the United States uses similar two-letter designations for each of the states. Select an appropriate number of envelope addresses for the students to typewrite to ensure achievement of adequate learning. When the students can typewrite envelope addresses without guidance, give them short timed writings (one-quarter/one-half/one minute) to increase speed and to connect the links in the learning chain for typewriting envelopes. Give the students opportunities to apply the skills for typewriting envelopes to individual typewriting applications, and to compose and make procedural and content decisions for typewriting envelopes.	TWO-LETTER DESIGNATIONS FOR PROVINCES AND TERRITORIES Alberta AB British Columbia BC Laborador LB Manitoba MB New Brunswick NB Newfoundland NF Northwest Territories NT Nova Scotia NS Ontario ON Prince Edward Island PE Quebec PQ Saskatchewan SK Yukon Territory YT
4. proofread and edit envelope addresses.	Have students check to see that the envelope address matches the inside address on the letter, the parts of the envelope are within the appropriate areas, the community is capitalized, and the correct postal code is used. Have students add to their portfolios copies of sample envelopes.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VI. MANUSCRIPTS A. Review of a One-Page Manuscript The student should be able to: 1. demonstrate the ability to apply the concepts, skills, and objectives for manuscripts in Typewriting 102.	Review the parts of, and the placement rules for, a one-page manuscript. Prepare a bulletin board display. Refer to textbook illustrations. Determine if the students have reached a level of readiness to proceed with the typewriting of the multi-page manuscript. Readiness to proceed from one-page manuscripts to multi-page manuscripts requires mastery of: 1. prerequisite skills for typewriting simple reports; 2. skill of typewriting a one-page manuscript; 3. prerequisite skills for typewriting formal multi-page reports with side heading and footnotes.	Applications in Typewriting Wall Charts (Farmer et al.) Teacher's Manual - Business Applications in Typewriting (Farmer) PREREQUISITE SKILLS FOR SIMPLE REPORTS 1. Basic machine operations 2. Machine adjustment knowledges - margin setting - spacing related to line-space selector and return, end-of-page indicator, and tabulator stop setting for indenting paragraphs 3. Horizontal centring principles 4. Hyphenation of words at line endings PREREQUISITE SKILLS FOR FORMAL REPORTS 1. Spacing above and below side headings 2. Arrangement (layout) 3. Footnote arrangement and placement 4. Typewriting of superior numbers 5. Correction procedures

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Multi-Page Manuscripts The student should be able to: 1. develop the ability to type well-balanced, attractive multi-page manuscripts, without and with footnotes, in acceptable format; 2. understand and demonstrate the ability to apply placement rules for multi-page manuscripts; 3. demonstrate the ability to identify parts of and to apply placement rules to multi-page manuscripts.	Provide examples of multi-page reports by referring to textbook illustrations. Prepare a bulletin board display. Discuss the rules for placement of parts in a multi-page manuscript: margins, page numbers, spacing, title, headings (main, side, paragraph). During the discussion of the placement rules, refer to visual aids illustrating multi-page manuscripts. Discuss the parts of a multi-page manuscript. Provide practice in typewriting the parts of the multi-page manuscript: 1. Have the students adjust the machines. 2. Guide the students through typewriting each of the parts with special emphasis on planning space, centring, etc. 3. Have the students typewrite each of the parts. 4. Check the position and spacing of the copy. 5. Aid the students in checking work against a model. (The model could be a copy typed by the teacher, a transparency of a copy from a resource book or one typed by a teacher.)	Applications in Typewriting Wall Charts (Farmer et al.) PARTS OF A MULTI-PAGE MANUSCRIPT 1. Types of bindings (margins) 2. Side headings 3. Paragraph headings 4. Table of contents 5. Title page 6. Bibliography 7. Footnotes 8. Longer quotations within the manuscript 9. Enumerations 10. Page numbers

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. format different styles of multi-page manuscripts in acceptable format from: - print and handwritten input, - arranged and unarranged input;	Guide the students throught the typewriting of a multi-page manuscript. Provide one-minute timings within and between the parts of the multi-page manuscript to develop speed and to connect the links in the learning chain in typewriting the parts of the multi-page manuscripts. Begin with print and arranged input and follow with and emphasize handwritten and unarranged input. Emphasize production typewriting. Select an appropriate number of multi-page manuscripts for students to typewrite to ensure achievement of adequate learning. Give the students opportunities to apply the skills for typewriting multi-page manuscripts. Encourage individual typewriting applications - composing multi-page manuscripts and making procedural and content decisions at the typewriter.	Production Typing Drills (Wilkinson) Report Typing (Grill)
5. proofread and edit multi-page manuscripts.	Review proofreading symbols and procedures to follow during the editing of multi-page manuscripts. Have the students proofread and correct original documents. Have students create a portfolio of all the manuscript(s) studied in this unit.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VII. BUSINESS FORMS A. Interoffice Memorandum The student should be able to: 1. develop the ability to type well-arranged, one-page interoffice memoranda in acceptable format;	Collect or have the students bring examples of typewritten plain paper and printed memoranda to the classroom for a bulletin board display.	INTEROFFICE MEMORANDUM: A written message used to communicate information within an organization
2. identify the need for and the parts of a one-page interoffice memorandum;	Prepare a transparency/chart of a memorandum. Refer to the transparency/chart of a memorandum, bulletin board display of memorandum, and textbook illustrations. Have the students identify the parts of the interoffice memorandum.	PARTS OF AN INTEROFFICE MEMORANDUM 1. Heading, To Line, From Line, Date 2. Subject Reference Line 3. Body (Paragraphs) 4. Identifying Initials
3. understand the need for and demonstrate the ability to apply placement rules to one-page interoffice memoranda;	Discuss the placement rules for interoffice memoranda. Refer to textbook illustrations for making bulletin board displays and transparencies to be used in the study of the placement of interoffice memoranda.	
4. format one-page interoffice memoranda from: - print and handwritten input, - arranged and unarranged input;	Begin with print and arranged input and follow with and emphasize handwritten and unarranged input. Discuss and demonstrate the steps to follow in typewriting a one-page interoffice memorandum. Have the students imitate the demonstration following the step-by-step guidance of the teacher. Pace the students through the complete interoffice memorandum. Give the students the opportunity to increase output through one-minute, two-minute, and three-minute timings on the interoffice memoranda.	Production Typing Drills (Wilkinson)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Select an appropriate number of one-page interoffice memoranda for the students to typewrite to ensure the achievement of adequate learning. Give the students opportunities to transfer the skills for typewriting interoffice memoranda to individual typewriting applications, to compose and to make procedural and content decisions for interoffice memoranda at the typewriter.	
5. proofread and edit interoffice memoranda.	Review proofreading symbols and procedures. Have the students apply the proofreading symbols to the correction of the interoffice memoranda.	
B. Printed Business Forms The student should be able to: 1. type well-arranged data effectively on printed business forms;	Collect or have the students bring examples of various types of business forms to the classroom for a bulletin board display.	TYPES OF BUSINESS FORMS 1. Purchase orders 2. Invoices 3. Credit memoranda 4. Statements of account 5. Cheques 6. (Other)
2. identify the need for and the parts of printed business forms;	Prepare transparencies of each of the business forms. Refer to the transparencies when discussing the need for and the parts of printed business forms. Have the students compare and contrast the invoice and the purchase order.	PURCHASE ORDER: A form used to order goods from an organization INVOICE: A bill for goods sold CREDIT MEMORANDUM: A business form sent to advise a customer that an adjustment has been made in the customer's favour STATEMENT: A billing form which summarizes a customer's account transactions during a given period of time

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		CHEQUE: A written order directing a bank to pay money to the payee
3. understand and demonstrate the ability to apply placement rules;	Emphasize that printed business forms vary from business to business, and therefore the placement rules will vary. Determine the readiness of the students to proceed with the typewriting of business forms. Pre-test, review and reteach, as necessary, the prerequisite skills for business forms.	PREREQUISITE SKILLS FOR BUSINESS FORMS 1. Basic machine operations 2. Machine adjustment - margin setting - tabulation stops 3. Alignment 4. Continuity in typewriting 5. Use of ratchet release and variable line spacer
4. format printed business forms from: - print and handwritten input, - arranged and unarranged input;	Guide the students through the typewriting of business forms. Have the students typewrite one or two business forms to acquire an awareness or an introductory level of learning. Concentrate on the use of the tabulator mechanisms and alignment techniques. Provide one-half/one minute timings within and between the parts of the forms to develop speed and to strengthen the learning.	Individualized Typewriting Applications - Business Applications in Typewriting (Farmer et al.)
5. proofread and edit business forms.	Emphasize the proofreading of numbers, the calculations of totals and sales taxes, where applicable. Have students prepare sets of business forms in a simulated office situation. Ensure that students become familiar with all of the common business forms and some of the likely variations to be found with each. Have students create a portfolio of the business forms typed.	

TYPEWRITING 202: CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

APPROVED TEXTBOOKS

COURSE CONTENT	Farmer, G., et al. Business Applications in Typewriting	Rowe, J.L., et al. Typing 300, Volume 1; Canadian Metricated Edition
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT		
A. Review of Typewriting 102	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
B. Error Correction Techniques	Page 143	Page 136
II. SPEED DEVELOPMENT		
A. Straight Copy	Pages 58-62, 293-332 Suggested Resources	Timed Writings, Page v Index Suggested Resources
III. COMPOSITION		
A. Review of Typewriting 102	Curriculum for Typewriting 102	Curriculum Outline for Typewriting 102
B. Manuscripts	Pages 224-227 (Select from ITA's)	Suggested Resources
C. Essays	Pages 224-227 (Select from ITA's)	Suggested Resources
D. Personal Business Letter	Pages 176-184 (Select from ITA's)	Pages 88-89, 91
IV. CENTRING AND TABULATIONS		
A. Review of Centring	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
B. Review of Tabulations	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
-rules for open and ruled tables	Pages 224-247, 358-359, Suggested Resources	Refer to Index
-title	Page 241	Page 164
-sub-title	Pages 242-243	Page 164
-column headings	Page 242	Pages 164, 241, 256
-dollar sign	Pages 199, 243-244	Pages 243, 256
-totals	Pages 244-247	Pages 244-256
-percent signs	Page 244	Pages 244, 256
-numbers of varying lengths	Pages 199, 244-247	Pages 240-242

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
-double ruled lines	Page 244	Pages 240, 242, 253
-decimals	Pages 243-244	Page 256
-footnotes	Pages 246-247	Pages 256, 260
Open Tables	Pages 241-248	Pages 94, 256, (Refer to Index)
Ruled Tables	Suggested Resouces	Pages 182-184, 256 (Refer to Index)
V. CORRESPONDENCE		
A. Letters		
-review	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
-modified block indented	Pages 136, 141, 156-157, 159	Pages 229, 232, 253 (semi-blocked)
-block	Pages 135, 148-155	Pages 229 (full blocked)
-modified block	Pages 137, 140, 144-147	Pages 81, 83-87, 88-90, 104-107, 171-172, 179, 199-200, 206-207, 217-220, 229 (blocked)
-simplified (option)	Pages 137, 158, 160, 161	Suggested Resources
Notations and Variations in Letters	Pages 162-169, 348-349	
-attention line	Pages 162, 166	Pages 198-199
-subject line	Pages 162-163	Pages 205-206
-company name in closing	Pages 135, 349	Pages 137, 261-262
-enclosure notation	Pages 162, 164	Pages 81, 104
-carbon copy notation	Pages 162, 164	Pages 149, 151-152, 198-199
-quotations in body of letter	Pages 166, 168	Pages 138-158
-enumeration in body of letter	Pages 160, 166-167, 349	Pages 139, 148-149, 199
-postscript	Pages 162, 349	Pages 137, 158
-mailing notation	Pages 163, 349	Suggested Resources
Two Page Letters	Pages 151-152	Pages 151-152
B. Envelopes		
-review	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
-special notations on envelopes	Pages 161, 351	Page 112

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
VI. MANUSCRIPTS		
A. Review of One-Page Manuscripts	Curriculum Outline for Typewriting 102	Curriculum Outline for Typewriting 102
B. Multi-page Manuscripts	Pages 195-198, 352-357	Pages 141-146, 167-168, 195, 222-225, 232, 260-262, 264
-various types of binding	Pages 197-204, 352, 355-356	Pages 141, 222-225
-side headings	Pages 192, 352	Pages 153-155
-paragraph headings	Pages 192, 352	Pages 153-155
-table of contents	Pages 214-215, 253	Page 155
-title page	Pages 215-216, 353	Page 155
-bibliography	Pages 204-208, 210, 212-213, 353-354	Page 155
-footnotes	Pages 211-212, 353-354	Page 145
-longer quotations within the manuscript	Pages 207, 352	Pages 145-146, 168
-enumerations	Pages 207, 352	Pages 68, 186, 223
Styles of Multi-page Manuscripts	Pages 199-204, 207-211, 214, 216-224	Pages 144-146, 225-226
VII. BUSINESS FORMS		
A. Interoffice Memoranda	Pages 253, 255-260	Pages 124-126, 174
B. Printed Business Forms		
-purchase orders	Page 280	Suggested Resources
-invoices	Pages 281-282	Pages 127-128, 208, 258
-credit memos	Page 282	Page 209
-statements of accounts	Pages 283-284	Page 209
-cheques	Pages 284-285	Suggested Resources

typewriting 302

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT A. Review of Keyboard Mastery and Skill Development The student should be able to:		
1. demonstrate the ability to apply the typewwriting concepts and skills listed in KEYBOARD MASTERY AND SKILL DEVELOPMENT for Typewriting 102 and 202.	Discuss and review the preapplication concepts and skills learned in Typewriting 102 and 202: - organization of the typewriting station; - posture at the typewriter; - operation, care, and maintenance of the typewriter; - parts of the typewriter; - basic typewriting procedures; - alphabetic keyboard.	ORGANIZATION OF WORK STATION 1. Typewriter aligned with the front of the desk 2. Typewriting book at the right of the typewriter 3. Typewriting book in upright position 4. Extra paper at the left of typewriter Transparency Masters and/or Handouts Set 1, available from the Library, Deptment of Educaton, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 CLEANING EQUIPMENT AND SUPPLIES 1. Long handled soft brush for cleaning 2. Short stiff brush for cleaning the type face 3. Soft cloth for dusting the typewriter CLEANING THE TYPEWRITER 1. Dust the typewriter daily with a soft cloth 2. Use the long-handled brush to remove dust from areas of the typewriter which cannot be reached by a cloth

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		3. Use the short stiff brush to clean the type face 4. Use a soft cloth and cleaning fluid to clean the typewriter cylinder (platen) Typewriter and Typewriter Manual Curriculum Outline for Typewriting 102
	Emphasize and explain that successful mastery of the processes of arranging and typewriting problems depend upon: familiarity with the keyboard and the basic service mechanisms (space bar, shift keys and lock, carriage return, tabulator, backspacer, and margin release) and making machine adjustments with a minimum of waste of time and motion (positioning the paper guide, adjusting the ribbon control, setting the margin stops, and clearing and setting tabulator stops). Continue to develop and to maintain readiness for copy arrangement tasks through instruction in the basic skills.	<u>BASIC SKILLS TO ACHIEVE READINESS FOR COPY ARRANGEMENT</u> 1. Guided practice on efficient operation of the service keys 2. Frequent paced and timed practice on making machine adjustments required for getting ready to type
	Remember that students cannot apply the skills they do not have. Continue to develop readiness for applied typewriting activities.	
	Refer to the eventual use of the preapplication elements of typewriting in the typewriting of problems.	<u>METHODS OF DEVELOPING READINESS FOR APPLIED TYPEWRITING ACTIVITIES</u> 1. Have the students type easy-to-arrange problems (letters, report, etc.) with specific step-by-step directions.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		2. Direct student attention (during and after proofreading) to the applied typewriting information contained in the typed copy. 3. Teach, guide, and time all the preapplication elements of typewriting.
	Review error correction techniques as required.	Curriculum Outline, Typewriting 202 (Section on Error Correction Techniques)
II. SPEED DEVELOPMENT		
A. Straight Copy		
The student should be able to:	Discuss the guidelines for straight copy timings.	Teacher's Manual - Professional Applications (Farmer)
1. type straight copy at a minimum speed of 50 to 60 words a minute (gross) for five minutes.	During measurement of progress, it is important that the copy materials be of equal difficulty (approximately) and the timings be the same (two five-minute timings). Administer the ten-minute samples of performance (two five-minute timings) every three days to increase the reliability of the score.	GUIDELINES FOR STRAIGHT COPY TIMINGS 1. Measure speed in words a minute (gross). 2. Use ten minute samples of performance consisting of two five-minute timings. 3. Use two different five-minute timings of equal difficulty (SI intensive) exclusively.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		4. Use unarranged copy and copy requiring students to listen to the bell of the end of the line.
	Record student performance by providing a separate score for gross words per minute (Table 1-302) and for errors (Table 2) (see appendix A). This method of recording serves two functions: 1. maximizes reliability of scoring; 2. increases information available to both students and teachers for remedial work.	Drilltype 3 Timed Writings (Moreland) Progressive Timed Writings (Hodgins) Timed Writing About Careers (Fries et al.) A Collection of Timed Writings Profiles (Kashuba) Table 1-302, Appendix A of this outline; Table 2, Appendix A of this outline
	Convert the two separate scores into one grade.	Testing, Grading, and Evaluation, Appendix A of this outline
	Decrease the straight-copy timings and give decreasing weight to straight-copy test scores as a component of the total grade.	Testing, Grading and Evaluation, Appendix A of this outline
	Increase emphasis on the acquisition of speed in typewriting tasks of a business nature (tabulations, correspondence, manuscripts, and business forms).	Testing, Grading and Evaluation, Appendix A and Appendix B of this outline
III. COMPOSITION A. Review of Composition The student should be able to: 1. demonstrate the ability to meet the objectives for composition at the typewriter in Typewriting 102 and 202.	Continue to use a sequential approach for teaching composition at the typewriter by proceeding from simple to complex activities. Emphasize that the typewriter is a writing tool and try to integrate composition into regular lessons (tabulations, correspondence, manuscripts, and business forms).	Composition and Dictation Skills, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 Curriculum Outlines, Typewriting 102 and Typewriting 202

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Composition		
The student should be able to:		
1. compose tabulations, correspondence, manuscripts, and business forms at production level.	Refer to the Teachers' Notes and Suggested Activities for Typewriting 202. Integrate composition activities into each of the main components for Typewriting 302: tabulations; correspondence; manuscripts; and business forms. Refer to each of the component sections in Typewriting 302.	Curriculum Outlines, Typewriting 202 Composition and Dictation Drills, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 Teaching Composition at the Typewriter (Hyslop)
	Encourage the students to type tabulations, correspondence, manuscripts and business forms as rough drafts; to proofread the documents; and to typewrite the final copies at production level. Review the proofreading symbols, and direct the students to use these symbols during the proofreading of the different types of documents. Review the "x-ing out" procedure and encourage the students to use this procedure while composing different types of documents at the typewriter.	Proofreading Skills and Methods; Building Proofreading Skills, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
	Assist the students in working towards an acceptable copy of the different types of documents during the first typewriting.	Transparency Master 12, "Production Cycle"
IV. CENTRING AND TABULATIONS	Emphasize the following components of problem and production typewriting on a cyclical basis: tabulations, correspondence, manuscripts, and business forms.	
A. Review of Centring and Tabulation		
The student should be able to:		
1. demonstrate the ability to apply the concepts and skills for centring as outlined in Typewriting 102 and 202.	Review the following in the outline for Typewriting 202: Cyclical Approach to Problem and Production Typewriting, components of instruction, and production typewriting.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS

	Provide for the transfer of learning in problem and production typewriting. Refer to the Guides for Transfer of Learning in Problem and Production Typewriting.
	
	Encourage the following:
	- Building more complex skills from simpler ones while mastering all the component skills:
	  - beginning with a variety of simple or single tasks, then proceeding to variations on the task using short time/ pressure exercises or typing from handwritten exercises or rough draft copy (the length of production timings should be extended with the increasing difficulty of the exercises);
	  - practicing thoroughly on each stage before moving on to the next;
	- Applying the concepts, procedures learned in one situation to another;
	- Determining priorities for completing the task, planning the work, and doing it acceptably; determining whether the work is acceptable with a minimum of direction or supervision.
		GUIDES FOR TRANSFER OF LEARNING IN PROBLEM AND PRODUCTION TYPEWRITING
		
		1. Prepare for the transfer of learning through carefully sequenced practice. Activities should become progressively more difficult.
		2. Continue to emphasize process and procedures of the task.
		3. Provide sufficient practice on each task.
		4. Gradually increase the similarity of exercises to actual practice in terms of length, difficulty, and variability.
		5. Give students many opportunities near the end of instruction to apply what they have learned in realistic office situations.

	Emphasize a learning sequence to develop competences: 1) practice to learn or review the nature of the problem (form, arrangement, special characteristics, procedures required in the solution); 2) build efficient procedural patterns, decision-making habits, and speed in the completion of the problem; 3) build sustained production skill on familiar copy through quick and careful following of directions, efficient arrangement and handling of working materials, detection and correction of errors, effective use of between-problem time, and rapid disposal of completed works; 4) determine the level of production competence that has resulted from the learning/skill-building steps.	STEPS FOR PRODUCTION COMPETENCE
		
		1. Problem solving (or review)
		2. Problem skill building:
		  -timed practice on parts of the problem
		  -teacher pacing and time interval pacing
		  -timed writings on the whole problem
		3. Sustained production
		4. Production measurement
		
		Testing, Grading, and Evaluation, Appendix A and Appendix B of this outline

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		Teacher's Manual - Professional Applications in Typewriting (Farmer) Production Typewriting, available from the Library, Main Floor, 1181 Portage Avenue, Department of Education, Winnipeg, Manitoba R3G 0T3
B. Centring The student should be able to: 1. develop the ability to type special centring applications;	Review and have the students use the previously learned machine parts, basic concepts, and typewriting procedures for centring to determine their readiness to proceed with more complex centring problems.	Curriculum Outlines, Typewriting 102 and Typewriting 202
2. type special centring applications in acceptable format from: -print and handwritten input, -arranged and unarranged input, -personal and business data;	Emphasize the indirect approach (problem-solving method) rather than the direct approach (demonstration). Integrate the special centring applications of pivoting, two-fold and three-fold brochures with tabulations. Pace the students through a problem, using a series of questions and hints to help students determine the steps to take to solve it. Have the students apply previously learned procedures and new procedures in the typewriting of pivoting problems, two-fold, and three-fold brochures from print and handwritten input, arranged and unarranged input, from personal and business data (graduation program, program for school concert, design for a business card, design for an advertisement for a sale).	Its All Rough Draft! (Sanderson) Production Typewriting for Colleges, SI Metric (Stevenson)
3. proofread and edit centered documents.	Encourage the students to make procedure and content decisions during the composition (designing and typewriting) of centred material. Continue to emphasize production typewriting, including proofreading and editing of documents.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Tabulations The students should be able to:		
1. understand and apply placement rules for multi-column tabulations including boxed tabulations and financial statements;	Review and have the students use the previously learned machine parts, basic concepts, and typewriting procedures related to tabulations to determine their readiness to proceed with more complex tabulations.	Curriculum Outlines, Typewriting 102 and Typewriting 202
2. develop the ability to type well-balanced, multi-column tabulations, including boxed tabulations and financial statements;	Prepare transparencies/bulletin board displays of boxed tabulations and financial statements. Discuss and have the students identify the parts of boxed tabulations and financial statements. Explain the placement rules for format and spacing features. Use the problem-solving method to pace the students through complex multi-column tabulations, boxed tabulations, and financial statements. Use sequentially developed questions and hints to assist the students to determine the first step to take (and complete it), etc. Integrate special features into the tabulations. Stress judging placement.	Examples of financial statements of businesses (from newspapers, annual reports) SPECIAL FEATURES FOR TABULATIONS 1. Calculations and totals 2. Pencil rulings 3. Double rulings 4. Braced headings 5. Totals 6. Grouped data 7. Leaders 8. Footnotes
3. format multi-column tabulations, including boxed tabulations and financial statements from: -print and handwritten input, -arranged and unarranged input, -computer printouts;	Give the students oral and written directions for complex, multi-column tabulations, boxed tabulations, and financial statements. The directions should allow the students to apply previously learned and new procedures for typewriting complex, multi-column tabulations, boxed tabulations, and financial statements from many different types of input. Give the students timings of five or more minutes to build sustained typewriting skills. Provide multi-column tabulations, boxed tabulations, and financial statements for the students to typewrite with no directions other than to complete the problem.	Refer to examples of computer printouts. It's All Rough Draft! (Sanderson) Production Typing for Colleges in Metric (Stevenson) Typing From Rough Drafts - Student Projects B Book For Advanced Typewriting (Moon)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Give the students opportunities to attempt a variety of solutions to problems to help them develop judgment and planning skills. Provide opportunities for students to compose and make procedural and content decisions for typewriting complex, multi-column tabulations, boxed tabulations, and financial statements from unarranged data. Case studies in paragraph form would assist in this exercise.	
4. proofread and edit tabulations and financial statements.	Continue to emphasize production typewriting including proofreading and editing of documents. Emphasize the importance of proofreading and correcting the documents while the document is in the typewriter.	
V. CORRESPONDENCE		
A. Letters		
The student should be able to:	Review the previously learned machine parts, the parts of the letter, the placement rules for letters, and the previously learned letter styles to determine the readiness of the students to proceed with more complex types of correspondence.	Curriculum Outlines, Typewriting 102 and Typewriting 202
1. demonstrate the ability to apply the concepts, skills, and objectives for letters as outlined in Typewriting 102 and Typewriting 202,		
2. understand and apply placement rules for long business letters in hanging block simplified (AMS) styles, and with tabulations;	Discuss the placement rules for long business letters in hanging block and simplified (AMS) styles and with tabulations.	Illustrations of letters Applications in Typewriting Wall Charts (Farmer et al)
- demonstrate the ability to judge the placement of long letters;	Emphasize judging placement during the typewriting of letters of various lengths. Encourage the students to estimate letter lengths and develop precision at judging the spaces between the top of the page and the return address and between the date and the letter address rather than counting vertical spaces. Refer to the Placement Chart.	Transparency Master 3, "Placement Chart"

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. format long business letters in hanging block simplified (AMS) styles, and with tabulations from: -print and handwritten input, -arranged and unarranged input;	Define and explain a hanging block letter and a simplified (AMS) letter. Provide examples of hanging block and simplified (AMS) letters. Regardless of the textbook used, follow the letter styles and the names indicated in the suggested materials column. Change the names of the letter styles in the textbook to match those in the suggested materials column.	HANGING BLOCK LETTER: The date, complimentary close, typed signature and title are typed from centre. The first line of each paragraph is typed even with the left margin. Subsequent lines in the paragraph are indented and blocked at the indention. SIMPLIFIED (AMS) LETTER 1. All lines begin even with the left margin except for unnumbered enumerated items which are indented five spaces. 2. The salutation, complimentary close and company name are omitted. 3. No-point punctuation is used. 4. Subject line follows the letter address and is typed in all capitals with a triple space above and below it. 5. Typed signature and title are all typed in capitals.
	Pace the students through the long business letters in hanging block style, simplified (AMS) style, and with tabulations, by using questions hints, oral directions, and written directions. Directions should give the students opportunities to apply previously learned and new procedures for typewriting long letters in hanging block style, simplified (AMS) style, and with tabulations from different kinds of input.	Teacher's Manual - Professional Applications in Typewriting (Farmer) It's All Rough Draft! (Sanderson) Production Typing for Colleges SI Metric (Stevenson) Typing from Rough Drafts - Student Projects Book for Advanced Typewriting (Moon) Typewriting 302 - Letters

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Give the students timings of five or more minutes to build sustained typewriting skills. Provide long letters in hanging block style, simplified (AMS) style, and with tabulations for students to typewrite with no directions other than to typewrite them. Provide opportunities for the students to compose and to make procedural and content decisions for typewriting long letters in hanging block style, simplified (AMS) style, and with tabulations from unarranged data. Prepare problems in paragraph/case problem format. Emphasize the new elements in letter form and placement (not the body of the letter). Focus on the short timed writings (one-minute/two-minute) on the form and placement in long letters.	Typewriting Chipmunk Series, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
4. proofread and edit correspondence.	Continue to emphasize proofreading and editing of documents in production typewriting.	
B. Letters of Application		
The student should be able to: 1. understand and apply placement rules for letters of application;	Discuss placement rules as they apply to letters of application and/or have the students outline the placement rules they would use in typewriting a letter of application.	Refer to examples of letters of application, available from guidance, Office Procedures, or other courses.
2. type letters of application in mailable format from: -print and handwritten input,	Discuss the organization of the content of a letter of application. Have the students typewrite letters of application from various sources such as print and arranged letter; handwritten and unarranged letter; and a letter related to personal data.	
-arranged and unarranged input, -personal data;	Have the students typewrite a personal data sheet to accompany the application letter.	Refer to a newspaper advertisement Typing Facts and Tips (Farmer et al.)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. proofread and edit letters of application.	Emphasize proofreading and editing of letters of application while the letters are in the typewriter.	
C. Envelopes		
The student should be able to:	Review the areas of envelopes, the placement rules for envelopes, the mailing and special notations, and the folding and inserting of letters into envelopes. Prepare a bulletin board display to illustrate these.	Curriculum Outlines, Typewriting 102, Typewriting 202 Teacher's Guide to Proper Addressing, available from Canada Post.
1. demonstrate the ability to apply the concepts, skills and objectives for typewriting envelopes in Typewriting 102 and Typewriting 202;	Have the students practice inserting large envelopes into the typewriter and bringing them quickly into correct position to begin typewriting.	
2. format addresses on envelopes.	Encourage the students to make procedural and content decisions during the typewriting of envelope addresses. Have students prepare a simulated mailing exercise, including inserting letters into envelopes and preparing envelopes for mailing. Participate in an actual mailing to be done from the general office of the school, or prepare a survey to be used in the local community by the school.	Envelopes and Mailing Procedures; Typewriting Chipmunk Series, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VI. MANUSCRIPTS		
A. Review of Manuscripts		
The student should be able to:	Review the prerequisite skills for typewriting simple reports and the prerequisite skills for typewriting formal reports. Refer to the curriculum outline for Typewriting 202. Discuss the guidelines for typewriting reports as they apply to paper size, margins, page numbers, spacing, title, headings, (main, side, paragraph) bibliography, parenthetical source notations, footnotes, table of contents, etc. Review the placement rules for a one-page manuscript and a multi-page manuscript to determine the readiness of the students to proceed with the typewriting of business reports with tables; multi-page reports; notices, minutes, and agenda for meetings.	Curriculum Outlines, Typewriting 202 Typing Fact and Tips (Farmer et al.)
1. demonstrate the ability to apply the concepts, skills and objectives for manuscripts as outlined in Typewriting 102 and Typewriting 202.		
B. Manuscripts		
The student should be able to:	Provide examples of reports; notices, minutes and agenda for meetings. Refer to textbook illustrations for ideas suitable for bulletin board displays.	
1. develop the ability to type well-balanced business reports with tables; multi-page reports; notices, minutes, and agenda for meetings in acceptable form;		
2. understand the need for parts and placement rules for reports, notices, minutes, and agenda for meetings;	Discuss the placement rules for multi-page reports, notices, minutes and agenda for meetings. Point out that the notices of meetings may differ from organization to organization. Explain that the format of the agenda varies from organization to organization and that generally the format is based on the principles of vertical and horizontal centring.	AGENDA: A listing in point form of the things to be done at a meeting MINUTES OF MEETING: A record of the proceedings of a meeting

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. demonstrate the ability to identify parts of and apply placement rules to reports, notices, minutes and agenda for meetings;	Prepare transparencies or full-page illustrations, and/or provide wall posters for the class to identify the parts of and discuss the placement rules for reports, notices, minutes and agenda for meetings.	Applications in Typewriting Wall Charts (Farmer et al.)
	Pace the students through the parts of the reports, notices, minutes, and agenda for meetings in order to have the students complete each of the documents. Give the students one-minute, two-minute and three-minute timings to develop speed, to improve chaining between the parts of each document, and to build sustained typewriting skills.	Teacher's Manual - Professional Applications in Typewriting (Farmer et al.) It's All Rough Draft! (Sanderson) Production Typing for Colleges SI Metric (Stevenson) Typing from Rough Drafts - Student Projects Book For Advanced Typewriting, (Moon)
4. format reports, notices, minutes, and agenda for meetings from: -print and handwritten copy, -arranged and unarranged input, -computer printouts;	Have the students work independently to typewrite reports, notices, minutes, and agenda. Observe the students at work to ensure that directions are followed and proper techniques are used. Obtain examples of computer printouts of reports for discussion with the students. Provide opportunities for the students to compose and make procedural and content decisions for typewriting reports, notices, minutes, and agenda of meetings. Thinking rather than copying should be emphasized.	Refer to an example of a computer printout of a report. Preparing Memoranda in an Office (Typing 302), available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
5. proofread and edit reports, notices, minutes, and agenda for meetings.	Stress the importance of proofreading to detect errors and produce acceptable documents. Have the students proofread each document before removing it from the typewriter.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VII. BUSINESS FORMS A. Interoffice Memoranda The student should be able to: 1. demonstrate the ability to apply the concepts, skills and objectives for interoffice memoranda as outlined in Typewriting 202;	Review the parts of the one-page interoffice memorandum and the placement rules related to those parts.	Curriculum Outline, Typewriting 202
2. understand and apply placement rules for interoffice memoranda with enumerations and tabulations: - demonstrate the ability to judge placement of interoffice memoranda with enumerations and tabulations;	Discuss the placement rules by referring to textbook illustrations, bulletin board displays and transparencies. Emphasize the indention of enumerations and tabulations in the body of the interoffice memorandum. Stress judging placement of the complete interoffice memorandum. Use textbook illustrations to provide ideas for bulletin board displays.	Snow Country: Typewriting Practice Set (Reynolds)
3. develop the ability to type well-balanced memoranda with enumerations and tabulations;	Pace the students through the parts of the memorandum. Have the students typewrite one-minute, two-minute, and three-minute timings to develop speed, to improve chaining between the parts of the memorandum, and to build sustained typewriting skills.	Teacher's Manual - Professional Applications in Typewriting (Farmer) It's All Rough Draft! (Sanderson) Production Typing for Colleges, SI Metric (Stevenson)
4. format memoranda with enumerations and tabulations from: -print and handwritten input, -arranged and unarranged input;	Encourage the students to work independently to typewrite interoffice memoranda from various types of input. Provide the students with opportunities to compose and make procedural and content decisions during the typewriting of original memoranda.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. proofread and edit inter-office memoranda.	Emphasize the proper methods of proofreading as an integral part of production typewriting.	
B. Special Forms		
The student should be able to:	Review printed business forms: purchase orders, invoices, credit memoranda, statements of account, cheques.	Curriculum Outline, Typewriting 202
1. understand and apply placement rules for itineraries, legal forms, and applications for employment on plain and printed stationery;	Obtain examples of itineraries, legal forms, and applications for employment for a bulletin board display. Discuss the forms, have the students analyze them, and formulate placement rules for each of the forms.	
2. develop the ability to type well-balanced itineraries, legal forms, and applications for employment on plain and printed stationery;	Emphasize judging placement for each of the special forms. Pace students through the parts of each of the forms by briskly calling out the consecutive parts of each form.	
	Have the students typewrite one-minute, two-minute and three-minute timings to develop speed, to increase output within each successive typewriting, to improve chaining between the parts of each form, and to build sustained typewriting skills.	It's All Rough Draft! (Sanderson) Productions Typing for Colleges, SI Metric (Stevenson)
3. format itineraries, legal forms, and applications for employment on plain and printed stationery from: -print and handwritten input, -arranged and unarranged input, -personal data;	Have the students complete itineraries, legal forms, and applications for employment, without teacher assistance, from various types of input. Encourage the students to use personal data to complete the applications for employment on plain and printed stationery.	
4. proofread and edit special forms.	Emphasize the necessity for, and the techniques of, proofreading and correcting each of the special forms.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Masters for Copying		
The student should be able to:	Discuss the need to apply the previously learned placement rules for all types of documents to the preparation of masters for copying.	
1. understand and apply placement rules and techniques for preparing masters for copying;	Emphasize that increasingly, business offices use the typist's original copy to produce masters for a dry-copy machine.	
2. develop the ability to type well-balanced masters for copying;	Discuss the influence of technology on preparation of "camera-ready" original masters. Emphasize the importance of quality, the application of placement rules, and the use of various display techniques when applicable. Pace the students through the steps in preparing a "camera-ready" master for a letter, a brochure, etc.	Refer to examples of "camera-ready" masters as illustrated in textbooks, etc.
3. format masters for copying from: -print and handwritten input, -arranged and unarranged input;	Have the students prepare "camera-ready" masters from a variety of input. Provide the students with opportunities to design "camera-ready" brochures independently.	Form letters and examples of brochures available from local businesses, the school system, or simulation kits
4. proofread and edit masters prepared for copying.	Emphasize the importance of proofreading and correcting "camera-ready" masters from which many copies are to be made.	

TYPEWRITING 302: CORRELATION OF COURSE CONTENT WITH SUPPORTS MATERIALS

COURSE CONTENT	APPROVED TEXTBOOKS	
	Farmer, G., et al. Professional Applications in Typewriting	Rowe, J.L., et al. Typing 330, Vol. 2. Canadian Metricated Edition
I. KEYBOARD MASTERY AND SKILL DEVELOPMENT		
A. Review of Keyboard Mastery and Skill Development	Curriculum Outlines for Typewriting 102,202	Curriculum Outlines for Typewriting 102,202
II. SPEED DEVELOPMENT	Pages 190 - 210	Timed Writings - Page v Index
A. Straight Copy	Suggested Resources	Suggested Resources
III. COMPOSITION		
A. Review of Composition	Curriculum Outlines for Typewriting 102,202	Curriculum Outlines for Typewriting 102,202
B. Composition	Refer to ITA's in Business Application in Typewriting (Letters, Manuscripts, Tabulations, Business Forms)	
1. Letters	Appropriate letters from Component VII	Pages 64, 71, 106, 108, 110, 122, 124, 142-144
2. Manuscripts	Appropriate manuscripts from Component VII	Pages 226, 232-234, 250-252
3. Tabulations	Appropriate centring and tabulations from Component VII	Pages 14[illegible] 234, 259
4. Business Forms	Appropriate business forms from Component VII	Pages 237, 239, 241, 244-245
IV. CENTRING AND TABULATIONS		
A. Review of Centring and Tabulations	Curriculum Outlines for Typewriting 102,202	Curriculum Outlines for Typewriting 102,202

APPROVED TEXTBOOKS

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
B. Centring	Pages 3-7	Pages 5-6, 8, 19, 82
C. Tabulations	Pages 65-92	Pages 19, 20
boxed tables	Page 75	Pages 131, 138-140, 143, 145, 153, 161, 163 216
financial statements	Pages 74, 79-92	Pages 94, 97, 99
calculations	Pages 64, 66-67, 69, 71, 79	Suggested Resources
pencil rulings	Page 75	Page 131
braced headings	Pages 74-75	Page 132
dollar sign	Page 69	Pages 19, 20
totals	Page 75	Page 153
grouped data	Page 76	Page 153
leaders	Page 72	Pages 152-153
computer printouts	Pages 68, 69, 73, 84, 90	Suggested Resources
V. CORRESPONDENCE		
A. Letters		
Review	Pages 19-28, See Component II	Pages 15, 62, 214
Hanging Indented	Pages 43-44, See Component II	Pages 204
Simplified (AMS) Styles	Page 22, 41-43, See Component II	Page 205
Letters with Special Notations	Pages 47-50, See Component II	Pages 207-210
Long Letters	Pages 21-22, 27-28 See Component II	Page 15
B. Letters of Application	Pages 155-157, 229	Pages 248-252, 254
C. Envelopes	Pages 29-30, 32, 20, 39, 51, 229-330	Pages 13, 42

COURSE CONTENT	Farmer, G., et al.	Rowe, J.L., et al.
VI. MANUSCRIPTS		
A. Review of Manuscripts	Curriculum Outlines for Typewriting 102-202	Curriculum Outlines for Typewriting 102-202
B. Manuscripts	Pages 95-119, 231-236	Pages 21-24, 100, 155-156, 232-234, 251, 252
Agenda	Pages 129-133	Pages 97, 99
Minutes of Meetings	Pages 129-133	Suggested Resources
VII. BUSINESS FORMS		
Review Interoffice Memoranda	Curriculum Outline for Typewriting 202	Curriculum Outline for Typewriting 202
A. Interoffice Memoranda	Pages 122-128	Pages 31, 38, 94, 96, 134, 138
Review Printed Business Forms	Curriculum Outline for Typewriting 202	Curriculum Outline for Typewriting 202
B. Special Forms		
Itineraries	Pages 136-138	Pages 30, 33, 195, 198, 200
Legal Forms	Pages 157-160	Pages 229, 238-240, 244
Applications for Employment	Suggested Resources	Suggested Resources
C. Masters for Copying	Pages 161-169, Suggested Resources	Suggested Resources

APPENDIX A

TESTING, GRADING, AND EVALUATION

Grades for reporting periods should be stated as a single percentage grade by combining the grades for straight-copy testing and production testing. The terminal evaluation should be weighted as follows:

TYPEWRITING 102: 30% for straight-copy timed writings; 70% for timed production testing.

TYPEWRITING 202: 20% for straight-copy timed writings; 80% for timed production testing.

TYPEWRITING 302: 10% for straight-copy timed writings; 90% for timed production testing.

The teacher should ensure that the student's final grade reflects current achievement at the end of the course.

A. Straight-Copy Timed Writings

1. Have the students typewrite near the end of the grading period two consecutive five-minute straight-copy timings on different copy of equal difficulty (S.I. intensive).
2. Record the speed score on each of the two five-minute straight-copy timings as gross words a minute. Convert each speed score to a percent rate. Refer to Table 1-102, 1-202, or 1-302 (as appropriate).
3. Average the two percent rates of the speed scores.
4. Total the errors of the two five-minute straight-copy timings.
5. Record the accuracy score, as a percent rate, on the total of the errors in the two five-minute straight-copy timings. Refer to Table 2.
6. Convert the two separate scores (speed and accuracy), by averaging the percent rates, into one grade.

   NOTE: The instructor may assign equal weight to speed and accuracy. However, research indicates it is preferable to assign more weight to speed; e.g., give speed twice the importance of accuracy, then record the speed percent rate twice and the accuracy percent rate once and divide the total of the percent rates by three $\frac{2S + 1A}{3}$.

B. Production Typewriting

1. Have the students type a timed test of one kind of task (centring, tabulation, correspondence, manuscripts, business forms) or a test including several types of tasks (e.g., all of the components).
2. Record the separate scores for production typewriting: one for quality (accuracy and set-up) and one for speed.
3. Record the speed score as a percent rate. Refer to Table 3.
4. Record the quality score for production as a percent rate. Refer to Table 3.
5. Convert the two separate scores (quantity and quality), by averaging the percent rates, into one grade.

   NOTE: The instructor may assign equal weight to quantity and quality; however, it is generally accepted that quality is more important than quantity for production typewriting. Consequently, it is suggested that quality receive more weight than quantity; e.g., give quality twice the importance of quantity, then record the quality percent rate twice and the quantity percent rate once and divide the total of the percent rates by three: $\frac{2 \text{ Quality} + 1 \text{ Quantity}}{3}$.

C. Composite Terminal Grade

1. Combine the terminal grade for straight-copy typewriting with the terminal grade for production typewriting for semester-end/year-end reporting.
2. Use the following tabulation to determine the terminal grade:

TYPEWRITING 102:		TYPEWRITING 202:		TYPEWRITING 302:	
Straight-Copy Typewriting	30%	Straight Copy Typewriting	20%	Straight Copy Typewriting	10%
Production Typewriting	70%	Production Typewriting	80%	Production Typewriting	90%
- Centring		- Centring		- Tabulations	
- Tabulations		- Tabulations		- Correspondence	
- Correspondence		- Correspondence		- Manuscripts	
- Manuscripts		- Manuscripts		- Business Forms	
TOTAL	100%	- Business Forms			
		TOTAL	100%	TOTAL	100%

ABLE 1-102

STRAIGHT COPY SCORING TABLE
for Gross WPM
in First-Year
or First-Semester Training[1]

Weeks of Training

WPM	12	16	20	24	28	32	36	Year
	6	8	10	12	14	16	18	Semester
1	50							
2	52	50						
3	53	52	49					
4	55	53	51	50	49			
5	57	55	53	52	51	49		
6	58	57	55	54	52	51	50	
7	60	58	56	55	54	52	51	
8	62	60	58	57	55	54	52	
9	63	62	59	58	57	55	54	
0	65	63	61	60	58	57	55	
1	67	65	62	61	60	58	57	
2	68	67	64	63	61	60	58	
3	70	68	65	64	63	61	60	
4	72	70	67	66	64	63	61	
5	73	72	69	68	66	64	63	
6	75	74	70	69	67	66	64	
7	77	75	72	71	69	67	66	
8	78	77	73	72	70	69	67	
9	80	78	75	74	72	70	69	
0	82	80	77	75	74	72	70	

[1]A grading schedule in which the average grade= 75% and the use of two 5-minute tests with copy of SI=1.5 or AWL=5.6.

Passing Grade = 50%

TABLE 1-102 (Cont'd.)

STRAIGHT COPY SCORING TABLE
for Gross WPM
in First-Year
or First-Semester Training[1]

GWPM	Weeks of Training: 12	16	20	24	28	32	36	Year
	6	8	10	12	14	16	18	Semester
31	83	81	78	77	75	74	72	
32	85	83	80	79	77	75	73	
33	87	85	81	80	78	77	75	
34	88	86	83	82	80	78	76	
35	90	88	85	83	81	80	78	
36	92	90	86	85	83	81	79	
37	93	91	88	86	84	83	81	
38	95	93	89	88	86	84	82	
39	97	94	91	90	87	86	84	
40	98	96	93	91	89	87	85	
41	100	98	94	93	91	89	87	
42		99	96	94	92	90	88	
43		100	97	96	94	92	90	
44			99	97	95	93	91	
45			100	99	97	95	93	
46				100	98	96	94	
47					99	98	96	
48					100	99	97	
49						100	99	
50							100	

[1]A grading schedule in which the average grade= 75% and the use of two 5-minute tests with copy of SI=1.5 or AWL=5.6.

Passing Grade = 50%

TABLE 1-202

STRAIGHT COPY SCORING TABLE
for Gross WPM
in Second-Year
or Second-Semester Training[1]

Weeks of Training

GWPM	20	22	24	26	28	30	32	34	36	Year
	10	11	12	13	14	15	16	17	18	Semester
17	50									
18	52	49								
19	53	51	50							
20	55	53	52	50	50					
21	56	54	53	52	51	50				
22	57	55	54	53	52	51				
23	59	57	56	54	53	52	51	50		
24	60	58	57	56	55	54	52	51	50	
25	62	60	59	57	56	55	54	53	52	
26	63	61	60	59	57	56	55	54	53	
27	65	62	61	60	59	58	56	55	54	
28	66	64	63	61	60	59	58	57	56	
29	68	65	64	63	61	60	59	58	57	
30	69	66	65	64	63	62	60	59	59	
31	70	68	67	65	64	63	62	61	60	
32	72	69	68	67	66	64	63	62	61	
33	73	71	70	68	67	66	64	63	62	
34	75	72	71	69	68	67	66	65	64	
35	76	73	72	71	70	68	67	66	65	
36	78	75	74	72	71	70	68	67	66	
37	79	76	75	74	72	71	70	69	68	
38	81	78	76	75	74	72	71	70	69	
39	82	79	78	76	75	74	72	71	70	
40	84	81	79	78	76	75	74	72	71	

TABLE 1-202 (Cont'd.)

STRAIGHT COPY SCORING TABLE
for Gross WPM
in Second-Year
or Second-Semester Training[1]

Weeks of Training

GWPM	20	22	24	26	28	30	32	34	36	Year
	10	11	12	13	14	15	16	17	18	Semester
41	85	82	81	79	78	76	75	74	73	
42	86	83	82	80	79	78	76	75	74	
43	88	85	83	82	80	79	78	76	75	
44	89	86	85	83	82	80	79	78	77	
45	91	88	86	84	83	82	80	79	78	
46	92	89	87	86	84	83	81	80	79	
47	94	90	89	87	86	84	83	82	81	
48	95	92	90	88	87	86	84	83	82	
49	97	93	92	90	88	87	85	84	83	
50	98	95	93	91	90	88	87	85	84	
51	99	96	94	93	91	90	88	87	86	
52	100	97	96	94	93	91	89	88	87	
53		99	97	95	94	92	91	89	88	
54		100	98	97	95	94	92	91	90	
55			99	98	97	95	93	92	91	
56			100	99	98	96	95	93	92	
57				100	99	98	96	95	94	
58					100	99	97	96	95	
59						100	99	97	96	
60							100	98	97	
61								100	99	
62									100	

[1] A grading schedule in which the average grade= 75% and the use of two 5-minute tests with copy of SI=1.5 or AWL=5.6.

Passing Grade = 50%

TABLE 1-302

STRAIGHT COPY SCORING TABLE
for Gross WPM
In Third-Year
or Third-Semester Training[1]

Weeks of Training

GWPM	20	22	24	26	28	30	32	34	36	Year
	10	11	12	13	14	15	16	17	18	Semester
28	50									
29	52	49								
30	53	51	50							
31	55	53	52	50	49					
32	56	54	53	52	51	50				
33	57	55	54	53	52	51	50			
34	59	57	55	54	53	52	51	50		
35	60	58	57	56	55	54	52	51	50	
36	62	60	59	57	56	55	54	53	52	
37	63	61	60	59	57	56	55	54	53	
38	65	62	61	60	59	58	56	55	54	
39	66	64	63	61	60	59	58	57	56	
40	68	65	64	63	61	60	59	58	57	
41	69	66	65	64	63	62	60	59	58	
42	70	68	67	65	64	63	62	61	60	
43	72	69	68	67	66	64	63	62	61	
44	73	71	70	68	67	66	64	63	62	
45	75	72	71	69	68	67	66	65	64	
46	76	73	72	71	70	68	67	66	65	
47	78	75	74	72	71	70	68	67	66	
48	79	76	75	74	72	71	70	69	68	
49	81	78	76	75	74	72	71	70	69	
50	82	79	78	76	75	74	72	71	70	
51	84	81	79	78	76	75	74	72	71	

TABLE 1-302 (Cont'd.)

STRAIGHT COPY SCORING TABLE
for Gross WPM
In Third Year
or Third-Semester Training[1]

Weeks of Training

GWPM	20	22	24	26	28	30	32	34	36	Year
	10	11	12	13	14	15	16	17	18	Semester
52	85	82	81	79	78	76	75	74	73	
53	86	83	82	80	79	78	76	75	74	
54	88	85	83	82	80	79	78	76	75	
55	89	86	85	83	82	80	79	78	77	
56	91	88	86	84	83	82	80	79	78	
57	92	89	87	86	84	83	81	80	79	
58	94	90	89	87	86	84	83	82	81	
59	95	92	90	88	87	86	84	83	82	
60	97	93	92	90	88	87	85	84	83	
61	98	95	93	91	90	88	87	85	84	
62	99	96	94	93	91	90	88	87	86	
63	100	97	96	94	93	91	89	88	87	
64		99	97	95	94	92	91	89	88	
65		100	98	96	95	94	92	91	90	
66			99	98	97	95	93	92	91	
67			100	99	98	96	95	93	92	
68				100	99	98	96	95	94	
69					100	99	97	96	95	
70						100	99	97	96	
71							100	98	97	
72								100	99	
									100	

[1] A grading schedule in which the average grade = 75% and the use of two 5-minute tests with copy of CI=1.5 or AWL = 5.6
Passing Grade = 50%

TABLE 2

ERROR SCORING TABLE
for Total Errors in Ten Minutes
When 1 EPM Earns the Minimum Passing Grade of 50%[1]
(E = Number of Errors; G = Grade)

E	G	E	G
1	95	11	45
2	90	12	40
3	85	13	35
4	80	14	30
5	75	15	25
6	70	16	20
7	65	17	15
8	60	18	10
9	55	19	5
10	50	20	0

[1]For Typewriting 102 and 202, the 10-minute sample of performance can consist of four 2 1/2 minute, three 3 1/3 minute, or two 5-minute timings with all errors totalled. Two 5-minute timings are recommended for grading. For Typewriting 302, the 10-minute sample of performance can consist of two 5-minute timings with all errors totalled.

TABLE 3

CHART FOR CONVERTING TIME SCORES TO GRADES

Minutes	Tally	No. of Students Competing	Grade Assigned
4-1/4	1	1	100 - 100
4-1/2	1	1	96.66 or 97
4-3/4	1	1	93.33 or 93
5	11	2	90 - 90
5-1/4		0	86.66 or 87
5-1/2		0	83.33 or 83
5-3/4	1	1	80 - 80
6		0	76.66 or 77
6-1/4	11	2	73.33 or 73
6-1/2	11	2	70 - 70
6-3/4	1	1	66.66 or 67
7		0	63.33 or 63
7-1/4	1111 -----middle----------	4	----------60
7-1/2	11	2	56.66 or 57
7-3/4	1	1	53.33 or 53
8	11	2	50 - 50
8-1/4	1	1	46.66 or 47
8-1/2	11	2	43.33 or 43
8-3/4	1	1	40 - 40
9	11	2	36.66 or 37
		26	

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Based on the average grade score of 60.

The following procedure is recommended:

(a) Prior to the administration of the test, arrange on the chalkboard a column of consecutive one-quarter-minute completion times.

(b) Inform students that they are to signal the completion of the test by raising a hand.

(c) Set the stop watch as you give command to begin typing the test.

(d) When a student raises his/her hand, tally the completion time on the chalkboard chart. The student should record on his/her test paper the time - in quarter minutes - taken to complete the paper. Continue recording until all students have finished the test. Students may bring their papers to the teacher for recording time taken (speed).

(e) Locate on the chart the time taken by the middle student in the group. The sample chart indicates that the middle student (13th) completed the test in 7-1/4 minutes.

(f) Assign the average grade (say 60) to the time taken by the middle student.

(g) Assign the top grade (100, or 99) to the time taken by the student who completed the test in the least time (4-1/4 minutes in the accompanying chart). (Page 105).

(h) Calculate the difference between the top grade (100) and the average grade (60). Divide the difference (40) by the number of one-quarter-minute steps above the middle. (In the accompanying chart there are 12 one-quarter minute steps above the middle, 7-1/4.) The result (3.33) is the increment in the grade to be assigned to each one-quarter-minute step above the middle, and the decrement in the grade to be assigned to each one-quarter minute step below the middle.

TABLE 4

QUALITY SCORINC TABLE FOR PRODUCTION

Deductions based on a score of 100 points for a perfect test item

1. Gross errors making the item unusable[1]

   a. Word errors (omitted, added, substituted, transposed, repeated) that affect meaning
   b. Misspelled words (particularly proper names)
   c. Noticeably poor corrections
   d. Incorrect word division
   e. Grossly poor horizontal or vertical placement or violation of conventional format
   f. Frequent typographical errors within one item

2. Errors acceptable, if corrected[2]

   a. Noticeably misaligned capital letters or letters within words
   b. Strikeovers that are noticeable
   c. Failure to capitalize
   d. Omitted hyphen
   e. Typographical errors (misstrokes within words or figures)
   f. Spaces within words

3. Trivial errors acceptable and uncorrected[3]

   a. Two spaces between words
   b. Irregular spacing before or after punctuation marks
   c. Piling or spreading of letters within words
   d. Nearly invisible strikeovers

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1 For each error deduct 20% in Typewriting 102; 25% in Typewriting 202; and 40% in Typewriting 302.

2 For each error deduct 15% in Typewriting 102; 20% in Typewriting 202; and 30% in Typewriting 302.

3 For each error deduct 10% in Typewriting 102; 15% in Typewriting 202; and 20% in Typewriting 302.

APPENDIX B

TESTING, GRADING, AND EVALUATION BY THE LINE-COUNT METHOD

Refer to the introductory paragraph of Appendix A.

A. Straight-Copy Timed Writings

Refer to Appendix A.

B. Production Typewriting

Method 1:

1. Have the students type a timed test of one kind of task (centring, tabulation, correspondence, manuscript) or a test including several types of tasks (e.g., all of the course components).

2. Record two separate scores for production typewriting: one for quality and one for quantity (speed) in either of two ways.

3. Set a specific time for the test. Call in papers at time limit. Record the quantity (speed) score as a percent rate. Refer to Table 5. This table uses line length of 50 and considers total lines typed regardless of errors.

4. Record the quality score for production based on line count as a percent rate. Refer to Table 4.

5. Convert the two separate scores (quantity and quality), by averaging the percent rates, into one grade. Refer to Appendix A.

OR

Method 2:

1. Have the students type a timed test of one kind of task (e.g., centring, tabulation, correspondence, manuscript) or a test including several types of tasks (e.g., all of the course components).

2. Record two separate scores for production typewriting: one for quality and one for quantity (speed) in either of two ways.

3. Allow ample time for test completion. Record the speed score as a percent rate. Refer to Table 3.

4. Record the quality score for production based on line-count as a percent rate. Refer to Table 6. This table uses line length 60 and considers usable lines produced. Only lines correctly types are considered. Therefore, do not mark quality further. Instead, record the usable lines produced as a percent of the possible usable lines.

5. Convert the two separate scores (quantity and quality), by averaging the percent rates, into one grade. Refer to Appendix A.

C. Composite Terminal Grade

Refer to Appendix A.

215

214

TABLE 5

THE LINE COUNT METHOD OF MEASURING PERFORMANCE AT THE TYPEWRITER IN PREPARATION FOR WORD PROCESSING

A number of typewriting teachers and business persons have challenged the use of the words-a-minute method of evaluating student progress. For example, in a vocational setting, many businesses measure typewriting proficiency by lines completed. This is a common practice in word processing systems.

The line count method of measuring typewriting proficiency adds another touch of realism to the typewriting program. The measurement of production materials is much faster utilizing the line count method. To apply this method assign 50 spaces (10 words) as an average for all lines typed whatever their length. The conversion from words a minute to lines a minute and vice versa when desired is a simple process. To translate lines typed in one minute to words a minute, add one decimal place to the right of the line count figure.

Line Count	Words-a-Minute Equivalent
3 lines	30 wam
4.5 lines	45 wam
7.3 lines	73 wam

To translate words typed in one minute to a per-minute line count, move the decimal one place to the left.

Words-a-Minute	Line Count Equivalent
60 wam	6 lines
55 wam	5.5 lines
47 wam	4.7 lines

To convert line count to words-a-minute when the line count represents more than one minute, divide the line count by the number of minutes typed and add one decimal place to the right. For example.

Lines Typed	Minutes Typed	Line Count per Minute	Words-a-Minute
20	5	4	40 wam
48	10	4.8	48 wam

To convert total words typed to a per minute line count, divide by the number of minutes and move the decimal point one place to the left. For example:

Total Words Typed	Minutes Typed		Words a Minute		Per Minute Line Count
150	5	=	30	=	3 lines
420	10	=	42	=	4.2 lines

It should be noted that the conversion of line account to words a minute may differ by one or two words from exact words typed depending on the length of the material typed and the number of partial lines in the typed material.

TABLE 6

USABLE LINES PRODUCED (ULP)

Below are some guidelines for determining line count. This is based on a 60-space line.

Correct all errors immediately. There is no penalty assessed for corrected errors.

FOR A LETTER:

1 line for the date, inside address, and salutation
1 line for complimentary close, signature block, and reference lines.
1 line for each line typed in the body of the letter
~~1 line for each envelope to be addressed~~

FOR A MEMO:

1 line for each line typed in the body
1 line for all lines preceding the body (the "inside address").
1 line for signature, initials, and reference notations.

TABLES:

1 line for each line typed including headings, full line rulings and footnotes.

MANUSCRIPTS:

1 line for each line typed. On a double-spaced manuscript, count only the actual lines of typing. If footnotes are used, the line dividing the body of the manuscript and the footnotes is counted as a line. One line count is allowed for each line of footnote typing.

DO NOT include in your count a line that contains any of the following:

uncorrected error
misspelled word
omitted word
inserted word
incorrect word
strike over
incorrect punctuation

COUNT AND RECORD BELOW the number of ULP that you typed in each period.

HOUR 1_____	HOUR 6_____	HOUR 11_____	HOUR 16_____
HOUR 2_____	HOUR 7_____	HOUR 12_____	HOUR 17_____
HOUR 3_____	HOUR 8_____	HOUR 13_____	HOUR 18_____
HOUR 4_____	HOUR 9_____	HOUR 14_____	HOUR 19_____
HOUR 5_____	HOUR 10_____	HOUR 15_____	HOUR 20_____

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Business Education Forum. National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 U.S.A.

Canadian Office: Information for Modern Management. Whitsed Publishing Limited, 55 Bloor Street West, Suite 1201, Toronto, Ontario M4W 3K2

Canadian Secretary. MacLean-Hunter Limited, 481 University Avenue, Toronto, Ontario M5W 1A7

Contact. Gage Educational Publishing Ltd., P.O. Box 5000, 164 Commander Boulevard, Agincourt, Ontario M1S 1A7

Journal of Business Education. 4000 Albermarle Street, N.W., Washington, D.C. 20016 U.S.A.

Memo. Pitman Publishing, Division of Copp Clark Ltd., 517 Wellington Street West, Toronto, Ontario M5V 1G1

Solutions. General Business Group, Communications Department, I.B.M. Canada Limited, 101 Valleybrook Drive, Don Mills, Ontario M3B 3H1

Today's Secretary. Subscription Manager, Today's Secretary, McGraw-Hill Book Company, 330 West 42nd. Street, New York, New York 10017 U.S.A.

Words. International Information/Word Processing Association, 1015 N. York Road, Willow Grove, Pennsylvania 19090 U.S.A.

The Secretary. The National Secretaries Association, 2440 Pershing Road, Ste. G-10, Kansas City, Missouri 64108 U.S.A.

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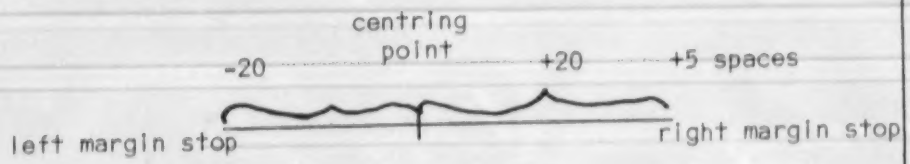
overhead transparency masters

Setting Margin Stops

40- space line



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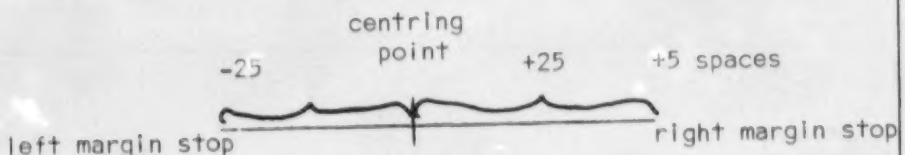
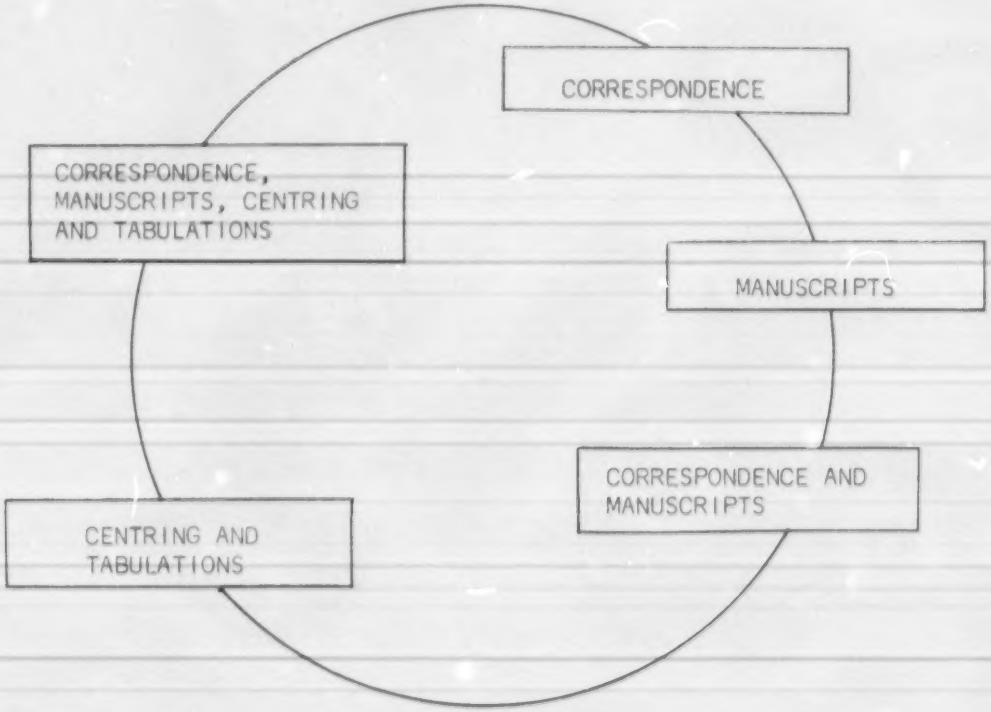


Transparency Master I

CYCLICAL APPROACH TO PROBLEM

AND PRODUCTION TYPEWRITING



Transparency Master 2

Letter Placement

PLACEMENT CHART
BUSINESS, PERSONAL/BUSINESS, AND PERSONAL LETTERS
(P4 STATIONERY: 21.5 cm x 28 cm)

LENGTH OF LETTER	APPROXIMATE NUMBER OF PARAGRAPHS	RETURN ADDRESS OR DATE LINE (FROM TOP OF PAGE)	SIDE MARGINS	SPACE BETWEEN DATE AND LETTER ADDRESS
Short	3 or fewer	50 mm	38 mm	38 mm
Medium	3-5	50 mm	38 mm	25 mm
Long	5 or more	50 mm	38 mm	13 mm

Because a business letter is usually typed on letterhead, type the date line 50 mm from top of page or two blank lines below the letterhead. Because personal and usually personal/business letters are typed on plain stationery, the first line of the return address begins 50 mm from top of page. The date line follows the last line of the return address.

Canadian Association of Administrative Personnel

Suite 344, 36 King Street East
Toronto, Ontario M5C 2L9
Phone (416) 925-3121

2 1977 08 11

6 Mr. Alfred J. Madison
9 Ajax High School
11 Bayly Street
13 Ajax, ON
14 L1S 1P2

17 Dear Mr. Madison:

30 Thank you for your letter requesting a copy of Telephone Voices.
42 This particular publication is no longer available because its
55 contents have been used to produce a filmstrip for our Personnel
58 Training Program.

70 If you would like to view the filmstrip to assess its value to
81 your program, we shall be delighted to send it to you.

83 Sincerely,

88 CANADIAN ASSOCIATION OF
93 ADMINISTRATIVE PERSONNEL

97 Suzanne F. Shepherd
101 Customer Relations

102 SFS:mh

Total word count 230
114 with envelope

V.8 p.144 Type the following letter using modified block style with two-point punctuation. Follow all the steps in the flowchart shown on page 138. Make corrections when necessary. Use your initials to indicate that you typed the letter. Prepare an envelope.

Transparency Master 4

McKenzie fashions limited

27 CENTRAL STREET
SUMMERSIDE, PE C1N 3K8
PHONE (902) 293-8414

Four Seasons Boutique
P. O. Box 1413
Summerside, PE
C1N 4K2

Ladies

It is a pleasure to welcome you as a customer of McKenzie Fashions Limited, and to thank you sincerely for the opportunity to serve you.

As we take a very real and personal interest in customer satisfaction, we should greatly appreciate your letting us know, by mail or telephone, how you would like us to handle your first order. More than that, we want you to know that our interest does not stop with the first delivery. If at any time our product and our service do not merit your enthusiastic approval, we would consider it a favor if you would call us at once.

We are ready and eager to serve you.

Sincerely yours

McKENZIE FASHIONS LTD.

Jonathan K. McKenzie
General Manager

JKM:yoi

Total word count
with envelope 160

V.15 p.147 Type the letter on page 149 in block style with no-point punctuation. Prepare a carbon copy and an envelope. Make corrections when necessary.

231

Transparency Master 5

One Page Manuscript

OUR SCHOOL COMPANY 3

Our school company was financed by the sale of 143 shares of stock at 10 18
cents a share. This money, plus $60 borrowed from the Business Education 33
Department, was used to buy supplies and pay operating costs. 45

During the first half of the year, our company undertook various jobs for 61
which we received a commission. Our money-making project at Christmas was to 76
design and manufacture Christmas cards. These cards were sold to the Students' 92
Union at a profit. In the last half of the year, we continued our work on a 107
commission basis and also produced a school directory which sold at a profit. 123

About January, a subsidiary company, Prospectus Limited, was established. 137
It was financed by the sale of shares at 10 cents per share. In order to re- 153
tain controlling power in the subsidiary, our company bought 52 per cent of 168
the shares. Prospectus Limited sponsored advertising to raise money. It was 183
liquidated at the beginning of June and, as the main company, we received the 198
profits. 200

Our company paid off the $60 debt in the first half of the year. No 215
wages were paid within our company, but a dividend was declared when the shares 230
were bought back from the stockholders. Profits made through the year are 245
being spent on equipment for the duplicating division. This company is not 260
being liquidated because there are plans for its continuation next year. 275

Dividends declared were 5 cents per share. 283

232

VI.7 p.193 Refer to the flow chart below to learn the steps to follow when typing the body of any essay or report. Then type the information on page 193 as an unbound one-page report.

Examples of Footnotes

VI.21 p.211 Type the following four footnotes in correct position as part of an unbound report at the bottom of a page. The guidelines for typing footnotes given below will assist you in positioning your copy.

---

[1]Charles B. MacDonald, The Mighty Endeavor (New York: Oxford University Press, 1969), p. 59. 14 18

[2]Edward Jablonski, The Flying Fortress (New York: Doubleday & Company, 1965), p. 191. 32 35

[3]Gavin Lyall, The War in the Air (New York: William Morrow & Co., 1969), p. 73. 49 50

[4]Don Harron, Jogfree of Canda (Agincourt: Gage Publishing Limited, 1974), p. 83. 65 66

The individual who is attracted to a career in business solely or primarily for steady employment, regular working hours, paid vacation, prestige, pleasant and clean surroundings is demonstrating the "head-in-sand" approach. The individual who works completely and implicitly under direction, who will do what he is directed to do but nothing more, is demonstrating this approach. The person who learns only that which is required for the tasks to be done is demonstrating this approach. Now how do the people who demonstrate this "head-in-sand" approach fare in business? Are they acceptable? Are they successful? Are their performances satisfactory? I would like to answer with this statement: If persistence of employment, or length of employment, is an indication of satisfactory performance, then the "head-in-sand" individuals can be giving satisfactory performances. In fact, they may be giving commendable and valuable service if those with whom they are compared also have a "head-in-sand" approach.

But much more interesting, much more exciting is another approach to business which I shall call the "discovery approach." In contrast to the "head-in-sand" approach, the discovery approach is characterized by a mind-set towards discovery in business and this is the approach that I wish to dwell on at some length.

Modified Block Indented Style

LAKESHORE Development Limited

364 Stafford Street
Winnipeg, Manitoba
R3M 2W4
Phone (204) 455-1470

2

1976 06 15

6 Mrs. Betty Jean Davis
9 214 Kraim Avenue
11 Dauphin, MB
12 R7N 0A8

15 Dear Mrs. Davis:

27 Mr. Leon Trest, our president, has been out of town for some
36 time and has asked me to reply to your letter.

48 We appreciate the interest you have shown in our Lakeshore
61 Development. We hope, as do you, that it will be in the center of
74 activity in Grandview. We are sorry, of course, that we cannot
87 include all forms of recreational facilities. However, we do plan
98 to provide amenities of which the community can be proud.

110 We shall be pleased to let you examine the drawings as soon
118 as they are completed by the architect.

120 Yours truly,

123 L. Darylyn Green
127 Promotion Department

128 LDG:yoi

Total word count
138 with envelope

V.25 p.156 Type the letter on page 157 in modified block style with indented paragraphs and two-point punctuation. Prepare a carbon copy and an envelope.

Transparency Master 9

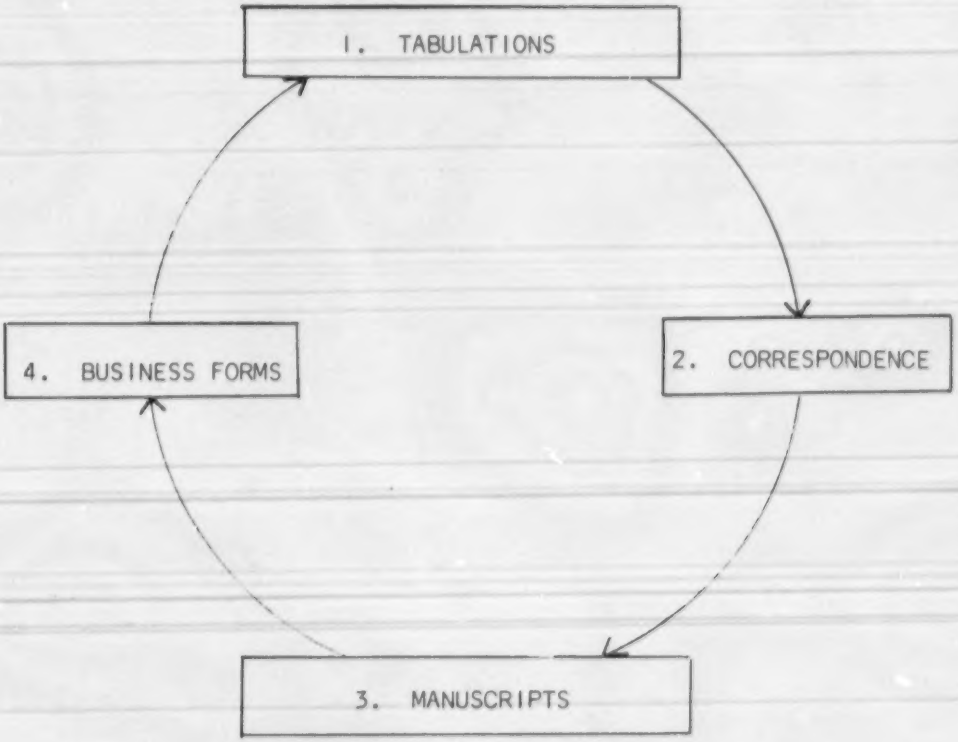
Heading Second Page (Letters)

After June 1, all phonographs will increase 10 percent in price. If you act now, you will save yourself $90.00, a saving that will enable you to buy several of your favorite record albums.

Heading Second Page (Letters)

After June 1, all phonographs will increase 10 percent in price. If you act now, you will save yourself $90.00, a saving that will enable you to buy several of your favorite record albums.

PRODUCTION CYCLE



Transparency Master 12